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ABSTRACT

A facilitator's manual for the Summer Transition Enrichment Program at Bowling Green State University is presented. The overall objectives of the program are: (1) to facilitate the transition of entering freshmen into the academic and cultural life of the university; and (2) to assist students in their personal growth and adjustment to the academic demands of the university. Objectives, activities, and desired outcomes of each of the 16 sessions of the program are identified, along with materials and assignments. The sessions include: the purposes of going to college; the meaning of personal freedom; mapping skills; support services; skimming, memory, and concentration; proofreading, written communication, and motivation; time management and academic advisement; listening skills and notetaking; library usage, using textbooks, and marking the text; how to study, studying special subjects, and improving reading skills; taking exams; issues facing college students; and bridging the gap between the world of self and the world of knowledge. Suggestions for session planning, grading guidelines, and information on team teaching are included. The purpose of student journals is also considered. Much of the manual consists of guides or self-tests for students to monitor themselves. (SW)

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FACILITATOR'S MANUAL:

SUMMER TRANSITIONS

Diversity for Development

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FACILITATOR'S MANUAL: SUMMER TRANSITIONS

5th Edition, 1984

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Linda A. Kuenzli

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This manual is dedicated to the extension and expansion of knowledge as well as the facilitation of development among students and instructors. As such, it is hoped that all will find the materials herein to be helpful in this most important endeavor.

Linda A. Kuenzli

The fifth edition of this manual is based extensively on the first four, all of which were developed under the careful and caring attention of Dr. Charlotte Scherer. Special thanks are offered to her for these materials as well as the direction and guidance which she so graciously provided to the present editor.

Others who contributed to the first four editions, and therefore the fifth, include Roman Carek, Steven Feinberg, Mike Moore, Trina Benvenuto, Fayette Paulsen, Jack Taylor, Kathy Hart, Don Scherer, Maria Tatham, Diane Hageneyer, Mark Scherer, Pete Vacione, Cliff Brooks, Lynn Polack, and Linda Crawford. In addition, the contributions made by members of the 1983 CSP 590 course are greatly appreciated.

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Lastly, the editor would like to thank the faculty of the College Student Personnel Department, Dr. Gerald Saddlemire, Chair; Dr. Patricia King; Dr. Carney Strange; and Dr. Audrey Rents, all of whom continue to support and challenge the editor in her own development.

Linda A. Kuenzli, Coordinator
Summer Transitions Course
Editor, Facilitator's Manual,
5th Edition, 1984.

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EDCI 121, SUMMER TRANSITIONS

OBJECTIVES

1. To facilitate the transition of entering freshmen into the academic and cultural life of the university by:
 - a) orienting them to university facilities, resources, and services;
 - b) introducing them to the advising system and providing information regarding academic options;
 - c) helping them examine their individual academic goals and objectives.
2. To assist entering students in their personal growth and adjustment to university life and academic demands by:
 - a) helping them develop basic study, time management, reading, thinking, notetaking, and writing skills;
 - b) helping them develop basic communication and problem-solving skills for survival;
 - c) orienting them to residence hall life;
 - d) helping them begin to build basic skills of cognitive development.

SYLLABUS

- Session I: Introduction, overview, and purpose of the course
- Session II: Getting acquainted and Purpose for going to college
- Session III: The Meaning of Personal Freedom
- Session IV: Mapping Skills
- Session V: Support Services and Using the General Bulletin
- Session VI: Skimming, Memory, and Concentration
- Session VII: Proofreading, Written Communication, and Motivation
- Session VIII: Time Management and Academic Advisement
- Session IX: Listening Skills and Notetaking
- Session X: Library Usage, Using Textbooks, and Marking the Text
- Session XI: How to Study (SQ3R), Studying Special Subjects, and Improving Reading Skills
- Session XII: Taking Exams
- Session XIII: Issues Facing the College Student
- Session XIV: Issues Facing the College Student
- Session XV: Bridging the Gap between the World of Self and the World of Knowledge
- Session XVI: Wrap-up and Course Evaluations

ASSIGNMENTS

Materials for the assignments below may be found in one of the following places:

FACILITATOR'S MANUAL

TEXT: Kalish, Richard A. Guide to Effective Study. Monterey, California: Brooks/Cole Publishing Company, 1979.

PACKET: CEO 121 Student Packet of Handouts and Exercises

ENVELOPE: Manilla envelope containing materials for class use

1. Who Am I Exercise
2. Verification Form
3. Journal Collection #1 (at Session #4)
4. Mapping Skills Exercise
5. "Correct This Paper Exercise"
6. "Written Communication Exercise"
7. Time Management Exercise
8. Journal Collection #2 (at Session #8)
9. Page 79 in Kalish Exercise
10. Journal Collection #3 (at Session #12)
11. Class Activity - Test
12. Packet pp. 23-25
13. Packet pp. 31-33
14. Journal Collection #4 (at Session #15)

Though the above syllabus and list of assignments are not cast in stone, it is hoped that instructors will incorporate each of the topics into their own activities so that all areas receive at least some attention during the course of the eight-week term.

If you choose to follow the above syllabus and list of assignments exactly, you will find the relevant information in the pages that follow.

GRADING GUIDELINES

The Summer Transitions course is to be letter graded, A - F, with students having the usual option of signing up for it on an S/U basis. It is offered for one (1) semester hour credit.

It is strongly urged that the facilitator and teacher-intern work jointly to determine quality of work handed in, and in assigning final grades.

Because one of the primary purposes for this course is to help students develop habits of attending class and turning in assignments on time, it is suggested that the following guidelines be used in determining the final grade for each student:

Combined number of unexcused absences and assignments missing:

0,1,2 - A

3,4,5 - B

6,7,8 - C

9, 10, 11 - D

12 + - F

Instructors may determine their own criteria for excused or unexcused absences and may, also, return incomplete or unacceptable assignments, considering them as missing until they are appropriately completed.

In addition, instructors may choose to allow students to make up for unexcused absences by completing additional assignments. One option may be to have such students write an essay on the subject of the importance of attending class!!

ABOUT TEAM TEACHING...

Team Teaching success depends on COMMUNICATION, COLLABORATION, COOPERATION.

I. Team Leadership

1. You can let leadership role move from person to person as the situation varies
2. HOWEVER... things go more smoothly if one person accepts the responsibility for certain administrative aspects of running the team
 - a. call meetings
 - b. arrange for meeting space, other needed facilities
 - c. contact people, take care of details or team can agree on which details are delegated to which team member

II. Communication

1. Group planning sessions - regularly scheduled
 - a. each team member needs to know what is expected of him, and of each member of the team
 - b. general and specific instructional plans need to be known by each team member
 - c. educational objectives for which the team is striving should be known by each member
2. Written correspondence can be helpful in some situations (recaps of meetings, duties)
3. Improvement of Communication
 - a. distribute minutes or recaps to those involved.
 - b. define broadly, but clearly, areas in which team leaders serve in official, intermediary, or other capacity (communication with EDCI Office, Director' o of STEP Program, etc.)
 - c. define and clarify policies regarding student counseling, advising, grading, assignments, etc.
 - d. allow opportunities for all mentors to give expression to their needs and ideas.

III. Decision-Making

1. Must have joint planning sessions.
 - a. provide opportunity for free, open communication and operational decisions which are mutually acceptable to participating mentors
2. Team must have use of a thoroughly understood method of arriving at acceptable solutions to the conflicts that are possible. Conflicts will develop as the team attempts to deal with the problems that normally occur in all learning situations.

- a. Begin systematically discussing items on listed agenda, being aware of the following "pitfalls" of team meetings:
 - 1) Unconsciously made interruptions by other staff members
 - 2) Getting off the track of the agenda with little sideline stories or jokes that something has reminded you of
 - 3) Being critical of everything but not giving positive suggestions on how to remedy situations
- b. Evaluation is an important aspect of a team meeting. The team should be constantly evaluating class sessions and discussing what techniques worked well and what did not work out to satisfaction. Frequent feedback from the "clientele" (students) is also very useful in evaluation.
- c. Appoint a recorder at a team meeting
- d. Assign responsibilities to different team members
- e. Use the objectives and ideas upon which all have agreed for implementing plans
- f. All team members should agree upon physical aspects and expectations in regard to class session format, assignments, grading, etc.

Decision-Making in Team Teaching

BREVE 27

A SYSTEMS APPROACH TO DECISION-MAKING

- * Identify true problem (the cause, not a symptom).
Requirement: know the goals involved.
- * Assemble known facts and/or additional information.
Requirement: know the research techniques involved -
Computer capabilities
Interaction analysis
Interview
Force field analysis
Questionnaire
Sociometric analysis
etc.
- * Propose possible solutions.
Requirement: understand optimal vs. appropriate decisions.
- * Select trial solution.
Requirement: understand domination, compromise, and integration of ideas.
- * Plan action required to implement trial solution.
Requirement: maximum team involvement.
- * Act on trial solution.
Requirement: good communication a "must".
- * Evaluate.
Requirement: know the objectives sought. May require return to third or even first step.

from: Chamberlin, Leslie J., Team Teaching Organization and Administration,
Charles E. Merrill Publishing Company, Columbus, Ohio, 1969.

Role of the Summer Transitions Facilitator

The Facilitator for EDCI 121 is the chief instructor responsible for coordinating each of the 16 class sessions of the Summer Transitions course. The Facilitator will act as team leader in the team planning sessions held with the assigned Teacher-Intern who will assist with Summer Transition instruction and provide extra tutoring for students.

Specific duties and responsibilities of the Facilitator include:

1. Attending a training course to gather background information and become familiar with the Facilitator's Manual which explains the overall objectives and purpose of the course, describes expectations, and provides guidelines for each class session. Several consultants with expertise in the areas covered in various sessions will be available to provide specific information regarding particular sessions.
2. Calling team meetings regularly to plan class sessions, coordinate assignments, and assess student progress.
3. Delegating responsibilities for arrangements for each class session, guest speakers, exercises used, etc.
4. Sharing with the Teacher-Intern the responsibility for implementing class session plans.
5. Delegating responsibility for grading of assignments, coordinating joint responsibility for the assigning of final course grades.
6. Coordinating plans for individual conferences with students and for meeting tutoring needs.

Role of the Summer Transitions Teacher-Intern

The Teacher-Intern assigned to an EDCI 121 section will work in a team relationship with the Facilitator to plan and teach the Summer Transitions course. Teacher-Interns will share teaching responsibilities with the Facilitator during each class session, assist with clerical duties, hold conferences with individual students, and provide tutoring in the residence halls as needed.

Specific duties and responsibilities of Teacher-Interns include:

1. Studying the Facilitator's Manual to understand the overall purpose and objectives of the course, to be knowledgeable about class session outlines and various resources available.
2. Participating in team meetings held regularly to plan class sessions, coordinate assignments, and assess student progress.
3. Assisting with arrangements for each class session, guest speakers, exercises, etc.
4. Sharing with the Facilitator the responsibility for implementation of class session plans.
5. Sharing the responsibility for grading assignments, and assigning final course grades.
6. Sharing responsibility for holding individual student conferences to assess progress, determine overall adjustment, discuss problems, etc.
7. Tutor individual or small groups of students in the residence halls.

SUGGESTIONS FOR
SESSION PLANNING AND COORDINATION

- A. Weekly Meetings
 - 1. Review and assessment of last session
 - What worked; what bombed
 - What topics generated interest
 - What to emphasize on course outline
 - 2. Plan for next session(s)
 - Who is to do what before class
 - Who is to do what in class
 - What resource persons to select
- B. Feedback to students
 - 1. Criteria for grading
 - Quantity, quality, articulation
 - 2. Procedures and record keeping
 - Each one read each paper
 - Collaborative discussion and grading
- C. The Final Synthesis Paper, if used
 - 1. Criteria for grading
 - 2. Follow-up conferences with facilitator or Teacher-intern

The Journal

The purpose of the Journal is for the student to reflect upon his/her experiences, feelings, and attitudes as he/she becomes a part of BGSU. It should be handed in at the class session the instructors deem appropriate, but at least four times during the eight-week term.

A Journal is NOT the same as a diary or a calendar of events. The Journal describes the writer's feelings, attitudes, and impressions of a particular event, happening, or situation. It describes how the writer is reacting to a situation at the time of experiencing that situation.

Journal entries should be written as close as possible to the event or happening. Students should endeavor to write Journal entries (at least a paragraph) every day or at least every other day.

Here is an example of a diary or calendar of events entry. It is NOT a Journal entry:

July 2. Got up this morning, walked to class for an English course. Got my test back, got a B. Met Joe in the Union.

Here is an example of a Journal entry using the same situation:

July 2. Got up this morning feeling dull and nervous. I wondered how I did on the English test. Walking to class, I noticed how the weather was changing very rapidly, sunny to cloudy to stormy over in the west. Life to death, change; am I changing? Hope so. For better? For worse? I wonder. Stomach doing flip-flops about that English test. Got a B; relief, no more stomach jumping. Had coffee with Joe and we talked about BGSU. Getting to know different people is good, sometimes threatening. Is change always good? Does it have to be so painful and trying?

Thus, the Journal provides an opportunity for the student to record his/her moods, feelings, and attitudes.

Facilitators should react to student Journals by written comments along margins or at the end of a page. Comments should be reactive....did student recognize his/her emotional reaction to a situation....were values being expressed.....did student manifest responsibility and ownership of his/her feelings and behaviors? Facilitators should reinforce these aspects of the Journal with positive comments. They should reinforce aspects of the Journal that indicate search for self-growth. Facilitators should encourage openness in Journals by being open and revealing in the comments. Using the Journal example above, a facilitator might comment, "I've often had the same feelings about the weather. Maybe change is a part of life--sunny skies and sometimes rainbows follow storms," or "change can be either good or bad; if I like myself better after I change, I think it's good."

In other words, if the student shares, then Facilitators should share also. If the student's entry was similar to the diary/calendar entry example above, Facilitator might comment: "How did you feel this morning when you got up?" or "How did you feel about the B in English?" or "What did you and Joe talk about?"

Emphasis in the Journal then, is on identification of feelings and reactions to situations. The Journal will provide Facilitators with insights into the students' attitudes. Journals should be treated as confidential. They are not written confessions. Positive feelings as well as negative are subjects for the Journal. Facilitators should react from their own frame of reference and express their own feelings, attitudes and sharing of values.

SESSION I: Introduction, Overview, and Purpose of course

DESIRED OUTCOMES: Students will learn the purposes and objectives of the course;
Students will be assisted in adjusting to a classroom setting where they will be viewed as active participants;

ACTIVITIES: Distribution of course purposes and objectives, and syllabus;
Instructors will explain the above and will encourage questions of students to ensure clarification.

MATERIALS: Course Purposes and Objectives handout
Course Syllabus handout

ASSIGNMENTS: Chapter 1, Guide to Effective Study
Who Am I? Exercise
The Quest or the Pursuit of the Silver Sheepskin

PURPOSES AND OBJECTIVES OF THE COURSE:

The purposes and objectives of this course are to help students maximize their learning experience while at Bowling Green State University, and to increase their capacity for resolving difficulties they may experience during their college years. To this end, the following objectives will be pursued:

1. To help students improve their study habits and skills;
2. To assist students with procedures and methods of taking exams and writing papers;
3. To help students with their in-class skills, such as listening and notetaking;
4. To familiarize students with the campus environment;
5. To help students improve their time management skills in order to make the best use of it and to ensure that sufficient time is allowed for non-study activities;
6. To provide students with an awareness of some of the major issues they are likely to face during their college years;
7. To assist students in knowing themselves.

EDCI 121

COURSE SYLLABUS FOR SECTIONS ~~XXXX~~ (10:00-11:00, T,F)
~~XXXX~~ (10:00-11:00, M,R)

Facilitators:

Name
Office
Phone No.
Office Hours:

Name
Office
Phone No.
Office Hours:

TEXT: Guide to Effective Study by Richard A. Kalish

PACKET: CEO 121 Student Packet of Handouts and Exercises

SESSION I: Introduction, Overview, and Purpose of course

SESSION II: Getting Acquainted and Purpose for Going to College

SESSION III: The Meaning of Personal Freedom

SESSION IV: Mapping Skills

SESSION V: Support Services and Using the General Bulletin

SESSION VI: Skimming, Memory, and Concentration

SESSION VII: Proofreading, Written Communication, and Motivation

SESSION VIII: Time Management and Academic Advisement

SESSION IX: Listening Skills and Notetaking

SESSION X: Library Usage, Using Textbooks, and Marking the Text

SESSION XI: How to Study (SQ3R), Studying Special Subjects and
Improving Reading Skills

SESSION XII: Taking Exams

SESSION XIII & XIV: Issues Facing the College Student

SESSION XV: Bridging the Gap Between the World of Self and the
World of Knowledge

SESSION XVI: Wrap-up and Course Evaluations

"WHO AM I?" EXERCISE

Directions: In the spaces provided below, briefly fill out answers to the questions listed.

3 facts about
yourself not known
to others in the group

one thing you would
change in the world,
or town or school if
you could

What kind of job
would you like to
be doing 5 years
from now?

A book or movie you
read or saw recently
that you would recom-
mend to the group.
Why recommend?

(first item)
THE NAME YOU WANT TO
BE CALLED IN THIS
CLASS

Something you did
during the past year
that you are proud of

Your greatest strength,
good quality, virtue

name of a hero,
heroine (living,
dead, historical,
fictional) and why
this person appeals
to you

your no. 1 value,
something you really
believe in strongly

THE QUEST OR THE PURSUIT OF THE SILVER SHEEPSKIN

by

Doug Daher and Gene Knott
University of Rhode Island, 1977

Once upon a time, two young people, a brother and sister who lived at one end of the kingdom, decided they would leave home and go out to seek the prized "Silver Sheepskin."

Now this particular Quest was something that they, like many others in the kingdom, had looked forward to for some time. And, although they were eager to go out in search of the silver sheepskin, their parents had warned them often of the hazards involved in such a venture. Among these hazards they had already weathered successfully was the journey through the "Land of Secondary," followed by a period of waiting and hoping for one of the somewhat rare "Bids" to make this Quest. Still ahead of them they knew were several challenges which would test their mettle and bid them to risk much for the sake of acquiring the prized sheepskin.

First Day

One day in late summer they set out in the company of their family and a couple of friends for the part of the kingdom where they had been invited to pursue the sheepskin. This land was known to all as the "Land of Diversity." Upon arriving at the entrance to Diversity, they were greeted by a gatekeeper who told them that only the brother and sister could go on from here. So, painfully, the young people bade goodbye to their parents, family and friends and were admitted to the Land of Diversity where they would have to pursue the quest on their own. Just inside the gates they were met by a wizardly character in a robe adorned with many symbols and signs. This was the person who had sent them their "bids," and who was known in Diversity as "Professor Dean."

Professor Dean welcomed the young people and began to tell them something about Diversity and what they must do to be successful in their quest. In the beginning, they were told, they must find a "sponsor" and secure "passage" throughout the land. The Professor would not elaborate on these two terms, but merely told them to report back in three days what they had seen and done in their Quest.

The young people set out to do their tasks. Before attempting to find a "sponsor" and secure "passage," they decided to locate a place where they could stay and store their belongings. Everywhere they went however, there were lines of other young people and only a few familiar faces to be found. They spent the entire day until sundown wandering about asking questions and reading signs and posters telling of many exciting and different activities that went on in Diversity, but, alas, they found no place to call home. At one point, they chose to split up and found when they did, that each of them felt more "out of place," alone, and frightened, and each was treated differently than when they were together.

At last, when reunited, they came to a series of buildings called the "Halls," which were apparently so named because they consisted of long hallways built atop one another with small bedrooms on either side. It turned out that one of these "Halls" was assigned to each of them but they were not able to live together, and in fact, were given bedrooms in halls that seemed to be miles apart. And, on top of that, they were expected to share that bedroom with a total stranger from another kingdom! Both of them were quite dismayed at how things were going at this point, but vowed to meet again in the morning to begin their search for a "sponsor" and "passage."

Second Day

When daybreak came the brother and sister met and eagerly shared their experiences about their roommates and the "Halls." Neither of them was quite so upset as the day before, each sensing that their new living arrangements could prove to be interesting and stimulating situations. Still, they both recognized the frustrations and loneliness such group living styles might bring. They decided to split up and search independently this day, and when they met again at dusk, each had an exasperating tale to relate to the other.

The girl had been sent from place to place in Diversity, each time learning more about who the sponsor "was not," without ever really discovering the sponsor's whereabouts. At one point midday, she wandered into a building which appeared to be a "Complex of Mirrors." In it was a literal maze of seven foot high mirrors, all of which reflected only distorted images of the girl. After searching for a way out of the Complex for hours, she finally came to an exit, whereupon she encountered Professor Dean who handed her a card with writing on it. One side of the card bore the question, "Do you know who you are yet?," and the other side had the statement, "The past is prologue to the future" with the name "Beecher" under it. Without a word of explanation, the Professor disappeared, at which point, the girl returned to meet her brother.

He too had experienced an odd time of it and managed only to learn that much more had to be done to find the way through Diversity to the sought-after prize. He had acquired several pieces to a "map" which supposedly led to the object of their quest. But at this time, it was impossible to tell from so few pieces what was pictured on the map. The brother indicated that she too was entitled to her own map pieces, so they went off to collect her share.

That night, in comparing their pieces and attempting to fit them together, they had a difficult time matching his and her parts of the map. Could each of them have a different map? If so, this presented a bewildering state of affairs since they both were involved in the same quest! Exhausted they decided to sleep on it.

Third Day

In the morning of the third day, the brother and sister related to each other their discovery that others in the "Halls" also had map pieces of their own. Perhaps, they reasoned, the best way to secure "passage"

would be to ask others to share their map pieces to increase their chances at succeeding in the quest. Much to their surprise, they did not have to diligently seek them out, for many others throughout Diversity were approaching each other with the same expectation. Some of their experiences were very positive, with groups of seekers sitting in circles everywhere discussing what insights they had gained from examining their map pieces. Other interactions were quite unpleasant with much bickering over "right" and "wrong" interpretations. Some seemed very possessive of their pieces and resisted invitations or pressures to share them while some reported that their pieces had been stolen. Still others seemed content merely to collect their pieces of map, while displaying little interest in making sense of them.

As the day came to a close, the brother and sister made their way to the place where they were to meet Professor Dean. On the way, they found themselves talking more about the people they had met than the map pieces and the quest. Though they seemed no closer to the sheepskin, as they reflected on the three day's events, it occurred to them that Diversity had proved to be a fascinating place thus far. They arrived at the gates and met once again with the professor who asked them how they had fared. As they related their lengthy tale, the professor smiled with appreciation while taking in the story of their experiences since arriving in the Land of Diversity. Finally they presented the professor with the card from the "Complex of Mirrors" and the puzzle-like pieces of map, and inquired what they meant. The professor spoke carefully and intently, first telling them of the map pieces. Professor Dean cautioned them to have patience for these were but a few of the many pieces to their maps, and they would have to acquire still more before they would even come to a glimpse of "the way." When they remarked that their maps did not seem to match, the professor said not only would their maps themselves be unique, but so too would their viewing and understanding of them. "In essence," Professor Dean said, "your first important lesson has been the discovery that there are different routes to the goals you seek." The professor added in a matter-of-fact tone that it would probably take them a few years to attain their goals.

Seeing their obvious dejection at hearing this, the professor quickly spoke of the card the girl had gotten earlier, suggesting they could find some clues to making their quest a successful venture by learning the personal meanings of the messages printed thereon. Further, the professor said, they were just beginning the Quest, an experience in which they would constantly be exposed to these three basic truths and challenges:

1. The boy and girl who came to the Land of Diversity can never go back to that home from whence they came, but you who are here now, must.
2. The most important things you can learn are not the right answers, but rather are the right questions.
3. You must learn to reconcile the irony that you are ultimately alone, yet you cannot ever be truly alone and survive.

Having said this, the professor wished them a good journey and said, "You will see me again often, but I will never look the same twice." With that the young people and professor parted company, each to pursue their very own special quest.

-THE END-

SESSION II: Getting Acquainted and Purposes for Going to College

DESIRED OUTCOMES: Students and Instructors will begin to attach names to faces so that everyone will be more comfortable in this most important endeavor.

Students will learn how to set realistic and reasonable goals, and will gain understanding of how these goals can be achieved through going to college.

ACTIVITIES:

1. Get Acquainted Exercise (Instructors may develop their own activity or may choose to use the "Name and Characteristic" strategy in which each person states his/her name and a one word characteristic that describes him or her — such as "Linda, Swimmer" — and each subsequent person recites all name/characteristics of those preceding him/her.)
2. Discussion of assigned reading (Chapter 1, Guide to Effective Study)
3. Discussion of assigned reading (The Quest or the Pursuit of the Silver Sheepskin)
4. Distribution and discussion of Student and Institutional Objectives handout
5. Distribution and discussion of Goal Setting handout

MATERIALS: Student and Institutional Objectives handout

Goal Setting handout

ASSIGNMENTS: The Case of the Brothers Holenstein

STUDENT AND INSTITUTIONAL OBJECTIVES

Some common student objectives for attending college:

1. To obtain the preparation needed to enter a particular occupation.
2. To extend their general education.
3. To obtain the general preparation required for a profession.
4. To obtain further schooling required for job promotion.
5. To gain time before committing themselves to an objective.
6. To become an "educated person."

Some common institutional objectives and purposes:

1. To help all students become literate.
2. To help all students become active, informed citizens.
3. To promote the personal development of each student.
4. To develop students' aesthetic values.
5. To help each student prepare for a vocation.

GOAL SETTING

The purpose of goal setting is to offer persons (groups) a means for finding where they want to go and how they want to get there. It...

- ...anticipates future problems and needs
- ...causes action before crisis occurs
- ...promotes positive changes
- ... provides direction and conveys this to others
- ... sets guidelines for planned growth
- ... establishes a framework for evaluation of progress

A GOAL is:

1. A desired future condition.
2. Most often long range in its time frame.
3. Broad in focus.
4. Expressed in either quantitative or qualitative terms.
5. A description of an outcome rather than a process.
6. Should reflect your own values.

TYPES of Goals are:

LONG RANGE GOAL - requires an extended period of time to accomplish, perhaps as much as several years.

SHORT RANGE GOAL - can be accomplished in a relatively short time, perhaps a day, a week, a month, or a college term.

BEHAVIORAL GOAL - is behavior that is observable or measurable.

NONBEHAVIORAL GOAL - more abstract in concept and involves attitudes, traits, or character, or other personal characteristic that cannot be easily measured or observed.

REALISTIC GOAL - can be attained, whereas an unrealistic goal cannot be achieved by anyone with similar ability under similar circumstances.

MEANINGFUL GOAL - can be reached because it is clearly defined, but a meaningless goal is too broad to be pursued and too irrelevant for the student to value as worth pursuing.

An OBJECTIVE is: (what and when, not why and how)

1. A desired accomplishment.
2. Most often planned for a shorter time frame
3. Narrower in focus.
4. Always expressed in quantitative terms.
5. Stated in terms of outcome rather than process.
6. Starts with the word "to."
7. Is realistic and attainable, but still represents a significant challenge.

An ACTION PLAN is:

1. A list of specific tasks.
2. Stated in terms of a specific deadline for completion.
3. Outlined so that it is obvious when each task has or has not been accomplished.
4. A plan showing who will accomplish each task.

THE CASE OF THE BROTHERS HOLENSTEIN

The graduation party had been lively, and Dave Holenstein had been asked about his future plans a hundred times if he had been asked once. It seemed that all his cousins, aunts, and uncles, not to mention his parents, friends, and the parents of his friends, all wanted to know where he was going to college. They asked about his career goals, his ambitions, his financial independence — everything. After a while it started to wear on Dave, but somehow when his older brother, Louis, pulled him aside late in the party, Dave didn't mind talking about the future one more time.

"Yes, I'm thinking about college. I've been accepted at two rather good universities and at an excellent liberal arts college."

"Did you apply at City College? That's where I went for my first two years, you know."

"Sure I remember; but, no, I didn't apply. I want to live on campus, and City College is a commuter school."

"What are you going to major in? Business?"

"I've been telling the family accounting, but honestly I'm not sure. I like so many things. Music is a possibility, but so is nursing. I've always enjoyed history too. . . . Then there's anthropology and urban planning. I've thought about it a lot, but I haven't been able to decide. My girlfriend tells me I still have to find myself. Part of the problem is that there are so many things to choose from."

"You can say that again; what a range of choices. I had three. I could go into education, business, or English. Those were my only real options. I picked business because it seemed to promise the most lucrative future. Things turned out all right, but I missed my chance to really learn how to write fiction. When I was your age I dreamed of being a poor but famous author of protest novels. Well, so much for dreams! Now I'm an about-to-be-divorced, thirty-year-old, junior executive facing combined payments for a mortgage, child support, and alimony that could wipe me out financially. What I don't pay in taxes I'll be paying to the bank or Janet. I guess I did achieve poverty, if not fame. Believe me, don't get married, kid!"

"Louis, I don't have any marriage plans right now, honest."

"I didn't either when I graduated from high school, but inside two years I was engaged. A year later I was a husband and father. I know that I made my own choices; I can't blame other people for what I've done to myself, but I often wish that I could have one more chance to do it over again from age eighteen. Look at the hurt I've caused the kids . . . and Janet too, for that matter. Everyone is upset over the divorce. Mom and Dad are concerned that they won't see their grandchildren. The kids are starting to have problems in school. Janet is angry and her lawyer is milking me for everything I've got. But let's not think about my problems, what about you? Have you decided on a major?"

"Louis, I think you already asked me that. Say, let's go find Dad. Maybe you can help negotiate my tuition out of him."

SESSION III: The Meaning of Personal Freedom

DESIRED OUTCOMES: Students will learn the meaning of personal freedom and the taking of responsibility for themselves as well as their actions.

OBJECTIVES:

1. To expound and contrast existentialist and self-realization theories of human development.
2. To emphasize the importance of choice in human life.
3. To help students learn about making good choices for themselves.
4. To show the relevance of academic material to life.
5. To provide note-taking practice.

ACTIVITIES:

1. Viewing of the video tape, "The Meaning of Personal Freedom"
2. Discussion of students' reactions and interpretations of the video tape.
3. Discussion of students' reactions and interpretations of assigned reading, "The Brothers Karamazov"

MATERIALS: Video tape, "The Meaning of Personal Freedom"

ASSIGNMENTS:

1. "My Own Personal Freedom" Exercise - to be completed for Journal
2. Mapping Skills Exercise - completion of Verification Form.
3. Journal to be collected next session.

Video-taped Lecture - 43 Minutes

Dr. Donald Scherer, Department of Philosophy

"THE MEANING OF PERSONAL FREEDOM"

I. Goals of Lecture

- A. To suggest what philosophy is
- B. To philosophize about personal freedom
- C. To give students note-taking practice

II. What is Philosophy?

- A. Concerned with concepts, assertions
- B. Asks about assertions
 - 1. What do they assume?
 - 2. What do they imply?

III. Personal Freedom

- A. Assumptions
 - 1. Choice, alternatives (not taken)
 - 2. Efforts can make a difference
 - 3. Perseverance is necessary to some achievements
 - 4. Commitment can make a difference
- B. Implications
 - 1. Personal responsibility for choice and consequences
 - 2. Personal responsibility to make one's choices informed
- C. Implication (existential)
 - 1. We are (crippled) what we choose to be (crippled)
- D. Implications (self realization)
 - 1. Choice should rest on realistic self-estimation (limits, determination)
 - 2. Good choices
 - a. create new choices
 - b. cohere with each other
 - c. respect others

Possible Quiz and/or Discussion Questions for Lecture

Dr. Donald Scherer, Philosophy Department

"THE MEANING OF PERSONAL FREEDOM"

Questions 1-4 rely on this passage:

"Four young boys all wanted to grow up to become professional baseball players. Adam also said he wanted to become a research professor of sub-atomic physics, an Olympic gold medalist in skiing and an opera star. Billy gave up wanting to be a baseball player after his team lost its first Pee Wee League game because he made an error. Craig injured his hips in an auto accident and struggled to regain his ability to walk. He never was able to run with any speed, however, after the accident. Dave played Little League ball, high school ball and was offered a professional contract after his first year of college. But Dave turned down the contract when he found that he would have to spend at least four seasons in the minor leagues. None of the boys became professional ball players."

(Use these choices for questions 1-4:

- A. Other factors beyond his control intervened
 - B. He failed to make a clear choice to do so
 - C. He lacked the commitment to overcome a minor set back
 - D. He did not persevere to the end
 - E. He never wanted to be a ball player in the first place)
1. Adam never became a professional ball player because ____
 2. Billy never became a professional ball player because ____
 3. Craig never became a professional ball player because ____
 4. Dave never became a professional ball player because ____
 5. How would an existentialist like Sartre answer Socrates' question "What am I?"
 6. How would someone who held the "self-realization" view answer Socrates' question "What am I?"

"MY OWN PERSONAL FREEDOM" EXERCISE

Directions: In the spaces provided below, briefly fill out answers to the questions listed.

The talents or interests I want to develop include. . .

The constraints I face include. . .

I will have (or could make) opportunities to . . .

I have a dream. When I am 25, I see myself having developed certain talents or interests, overcome certain constraints, used or developed certain opportunities.

To accomplish my dream, I will need to decide. . .

VERIFICATION CARD

Building/Office visited:

Why does this building/office exist?

Do you need to present your identification/validation card to get in or to use the services/facilities provided there?

SESSION IV: Mapping Skills

DESIRED OUTCOMES: Students will learn about the institutional environment including the locations of various buildings and support services offices.

OBJECTIVES:

1. To help students learn basic process of "mapping" to find their way around any environment, and more specifically, the BGSU environment.
2. To help students distinguish between the geographic and service dimensions of mapping.
3. To provide students with concrete experiences to develop their mapping strategies.
4. To acquaint students with facilities and services available at BGSU.

ACTIVITIES:

1. Discussion of homework assignment and buildings/offices visited.
2. Introduce the idea of mapping skills as a way of "mapping" or defining the roadways to the campus (or any) environment.
3. Distinguish between geographical and service dimensions of mapping. (See descriptions below.)
4. Small group exercise (in student packets)
 - a. Mapping Skills Exercise I and IA, Residence Life Environment, Commuter Environment.
 - b. Mapping Skills Exercise II, Campus Environment.
5. Total group exercise
 - a. Mapping Skills Exercise III, Community/Campus Environment.
6. Summary discussion to reiterate strategies to acquire environmental information.

MATERIALS AND EXERCISES:

1. Geographical and Service Dimensions of Mapping
 - a. Geographical Dimension pertains to the physical layout of the campus; facilitator can raise questions about what students have discovered so far. Is there any rhyme or reason to the layout or is it merely random?

Contextual arrangements - Ask questions such as:

Which areas of campus are:

open vs. closed

light vs. dark

hard vs. soft

wet vs. dry

entrances vs. exits

public vs. private

safe vs. unsafe

crowded vs. isolated

b. Service Dimension pertains to mapping the services available, the location, types, and procedures. Procedures are extremely important. Elicit things they might want to know about the service: the list should include such things as: information or identification required to obtain the service, eligibility, hours, pre-requisite tasks, fees, confidentiality, lag time between contact and delivery, appeal procedures in case of dissatisfaction, etc.

2. Student packets contain the materials for Mapping Skills Exercises I, IA, II, III, and the Community/Campus Exercise.

ASSIGNMENTS:

Students are to complete the Community/Campus Exercise on their own to be included in the Journal.

Students should bring their copies of the General Bulletin to the next class. (Each should have been given a copy when s/he registered for classes.)

MAPPING SKILLS

EXERCISE I

RESIDENCE LIFE ENVIRONMENT

1. You've lost your key; to whom do you go?
2. The press is on. You need to study for an important exam. Where is the quietest place in the Hall? During what hours?
3. You need a mop and bucket at 1:00 a.m. (or the smell is going to be unbearable). Where do you get them?
4. You've received a message to come home immediately because of an emergency. Who should know you are gone?
5. Which is the most sought after room in the Hall?
6. It's your birthday. No one knows or remembers. Anything to be done?
7. You return to your room in your Hall to find a broken window. Your roommate is not around, the door was locked. What do you do?
8. There is a deafening stereo down the hall. It is distracting, making it difficult to study, you can't think straight. What can you do about it?
9. You found a stray kitten and want to keep it until the end of the quarter. Any problem? With whom should you check?
10. Your roommate's boyfriend is constantly in your room, overnight on occasion. What do you do about this situation?
11. On several occasions when you have reached for a sweater or shirt to wear that day, you discover your roommate is wearing it. What do you do?
12. You (your girlfriend) believe you might be pregnant. Is there anyone in the Hall who will help you with this issue?

MAPPING SKILLS

EXERCISE 1A

COMMUTER ENVIRONMENT

1. You need a place to store some things on campus, so you won't have to transport them back and forth everyday. What can be done?
2. Your first hour class has been moved from University Hall to the Psych building. Where is the nearest parking lot?
3. You need to go and relax for a couple of hours between classes. You want a place that's fairly quiet, but where you might find some people to talk to. Where can you go?
4. There is a Tornado alert and you fear your class may be cancelled; besides, you don't want to drive in extreme weather. How can you find out if the class has been cancelled?
5. Your car needs some repairs and you need to find another student who commutes from your area. How can you get this information?

MAPPING SKILLS

EXERCISE II

CAMPUS ENVIRONMENT

1. You have a class in Moseley Hall at 1:00 and you want to go to the library to study afterward. How do you get there?
2. A friend wants to withdraw from school. How does he/she go about it?
3. You have someone else's notebook from English class, picked up by mistake. You know the person's name, but don't know how to find him/her. What can you do?
4. You have never been a fast reader. Courses you are taking demand you improve or risk failure. Where can you get help?
5. Your fiancée from outstate called and wants to break up. You are feeling confused, hurt, and need to talk to someone. Where can you find a sympathetic ear?
6. Your friend missed her period, is afraid she may be pregnant. What are her options? Who can she talk to?
7. Your roommate's mother has an alcohol problem. Your roommate is worried and tends to drink a lot too. Where can you get help?
8. Upon a certain amount of reflection, you decide to be a vegetarian. How can you survive using your meal coupons and eating in the hall?
9. Your friend is visiting for the weekend. How will you know what activities are scheduled? Where can you take your friend on campus for a special meal, using your meal coupons instead of money?
10. You have a miserable toothache. How can you locate a reputable dentist?

MAPPING SKILLS

EXERCISE III

COMMUNITY/CAMPUS ENVIRONMENT

1. You want to find a job in this area next summer, so you want to know what kinds of jobs and housing are available. Where do you find out?
2. There is a special function going on in Detroit. What is the quickest, cheapest way to get there?
3. What is the name of the local paper and how can you get one?
4. You want to buy a cheap refrigerator for your room. Is it permitted? Where could you get one?
5. What radio stations play classical, country, rock, provide mostly news, cancellations, weather?
6. Is it legal and safe to hitchhike around BG? to Toledo?
7. You are an avid camper, and want to go camping some weekend. Where can you find out about places nearby? Where can you get equipment?
8. What is meant by the phrase "town-gown" relationships?

EXERCISE-BOWLING GREEN COMMUNITY/BGSU CAMPUS

PURPOSE:

To explore the Bowling Green Community and BGSU Campus with the idea of sharing the findings with the class and provoking some pertinent discussion about "town-gown" relationships. This will also help students become aware of facilities and resources on and off campus, and gives them an opportunity to practice writing and supporting their opinions. Areas to explore are listed below. Sign up for specific places on the attached sheet.

THE ASSIGNMENT:

1. Explore the Bowling Green Community/BGSU Campus
 - A. Shops
grocery stores, specialty shops, record shops, etc.
 - B. Entertainment
movie theatres, "nite" life, recreational facilities
 - C. Restaurants
fancy, fast foods, specialty, etc.
 - D. Special Buildings
Chamber of Commerce, Court House, Hospital, etc.
2. Visit at least 2 on-campus places and 2 off-campus places in your assigned category.
3. Rate the places you explore according to the following scale:
*poor **fair ***good ****excellent
4. Write a short paper (1-2 pages) to hand in, describing the places you visited, stating the ratings given and the reasons for rating as you did. The ratings of course are your opinion, but should be supported with reasons, such as comparing one place with another, or comparing with places you know back home.
5. Use good paragraph form, grammar, spelling and punctuation when writing the paper.
6. Be prepared to discuss your findings in class.

PLACES TO VISIT FOR BG COMMUNITY/BGSU CAMPUS EXERCISE

(Some campus places may not be open in summer)

FOOD AND BEVERAGE

Bowling Green: Amari (Commons)
Deli Counter (Falcon's Nest, Union)
Falcon's Nest (Union)
Kohl Bakery (Basement, Kohl Hall)
Middam Room (Harshman Quad)
Pheasant Room (2nd Floor, Union)
Front Dining Hall (2nd Floor Front Residence Hall)
Towers Inn (McDonald Quad)

Bowling Green
Community: Mark's Pizza (532 E. Wooster Street)
Great Scot (1616 E. Wooster Street)
Howard Johnson's (1630 E. Wooster Street)
McDonald's Restaurant (aka: Mac's Lounge, Mickey D's, 1470 E. Wooster)
Myle's Dairy Queen (434 E. Wooster Street)
Oriental Food and Gifts (904 E. Wooster)
Pagliai's East (440 E. Court Street)
Pisanello's Pizza (203 N. Main Street)
Roy Rogers (300 E. Wooster Street)
Sam B's (107 State Street)
Sterling Milk Company Store (115 Railroad)
Wendy's Restaurant (1504 E. Wooster Street)

'BARS' AND ENTERTAINMENT

Bowling Green: Buckeye Room (1st Floor, Union)
Disco, UAO (Side Door, Union)
Golf Course, University (East Pee Road)
Happy Hours, UAO (Falcon's Nest Union)
Ice Arena (Ice Arena)
Intramural Program (Office for men: 201 Memorial Hall
Office for women: 108 Recreation Center)
Main Auditorium (First Floor, University Hall)
Outdoor Basketball Courts (Next to Conklin Hall)
Tennis Courts, University (Mercer Road)

Bowling Green
Community:

Brathaus (115 E. Court Street)
Cla-Zel Theater (129 N. Main Street)
Howard's Club H (210 N. Main Street)
Sundance (110 N. Main Street)

RESIDENCE HALLS AND OTHER PLACES TO STAY

Bowling Green:

Founders Quadrangle (Southwest edge of campus)
Harshman Quadrangle (Southeast corner of campus)
Kreischer Quadrangle (Ridge Street)
Offenhauer Towers (North Thurstin Street)
Rodgers Quadrangle (East Wooster Street)
Union Hotel (Union)

Bowling Green
Community:

Best Western Motel (1450 E. Wooster Street)
Holiday Inn (1550 E. Wooster Street)

SHOPS, OFFICES AND SERVICES

Bowling Green:

Archives, Library (Fifth Floor, Library)
Career Planning and Placement Office (Third Floor, Student Services Bldg)
Commuter Center (Basement, Moseley Hall)
Costume Shop (Basement, Moseley Hall)
Greenhouse (Next to the Technology Building)
Health Center (Ridge Street)
The Little Shop (First Floor, Union)
McFall Center
Music Library (Third Floor, Library)
Nursery School (Basement of Johnston Hall)

Bowling Green
Community:

Finders Records (128 N. Main Street and 1432 E. Wooster Street)
The Source (518 E. Wooster Street)
Rich's University Gulf (Wooster Street)
Crystal City (146 N. Main Street)
Electric T-Shirt Factory (131 1/2 S. Main Street)
Hair Repair Styling Shop (1616 E. Wooster Street)
J.C. Penny's (136 S. Main Street)
LaSalle's (139 S. Main Street)
Mini-Mall (188 S. Main Street)
Smith's Hallmark Card and Gift Shop (170 S. Main Street)
TO's (902 E. Wooster)
Uhlman's Ladies Apparel (101 S. Main Street)

SESSION V: Support Services and Using the General Bulletin

DESIRED OUTCOMES: Students will have a listing of all major support services on campus.

Students will become familiar with the General Bulletin, and will learn what types of information can be found in it. They will also be exposed to various jargon used on campus.

ACTIVITIES:

1. Distribution and discussion of Support Services Available at BGSU
2. Distribution of General Bulletin Questions handout and "How to Talk College" handout to be worked on by pairs of students; followed by class discussion.

MATERIALS: Support Services Available at BGSU handout

General Bulletin Questions handout

"How to Talk College" handout

ASSIGNMENTS:

1. Read pp. 48-56 in Guide to Effective Study.
2. Complete Ch. 4 Exercise on pp. 57-58 in Guide to Effective Study. (This is to be included in the Journal.)

SUPPORT SERVICES AVAILABLE AT B.G.S.U.

<u>SERVICE</u>	<u>PHONE</u>
Admissions -----	372-2086
Athletic Development Office -----	2-2702
Bursar's Office -----	2-2915
Campus Safety & Security -----	2-2346
Commuter Center -----	2-2573
Counseling & Career Development -----	2-2081
Center for Educational Options -----	2-0202
Developmental Learning Center -----	2-2677
Fact Line -----	2-2445
Financial Aids -----	2-2651
Handicapped Services -----	2-0495
Health Services -----	2-2271
Housing -----	2-2011
Instructional Media Center -----	2-2881
Intramurals -----	2-2878
Office of International Programs -----	2-2248
Office of Registration & Records -----	2-0441
Office of Standards & Procedures -----	2-2581
Placement Center -----	2-2356
Psychological Services Center -----	2-2548
Recreation/Student Affairs -----	2-2147
Residence Life -----	2-2456
St. Thomas More Church -----	352-7555
Student Activities -----	2-2951
Student Employment -----	2-0252
Student Government -----	2-0116
Student Organizations & New Student Programs -----	2-2951
United Christian Fellowship -----	352-7534
University Library -----	2-2856
Writing Laboratory -----	2-2221

GENERAL BULLETIN QUESTIONS

Academic Policies

What are the requirements for graduation?

How are G.P.A.s computed?

What is the difference between academic warning and academic probation?

Registration and Records

What should you do if you lose your identification card?

How long do you have to add a class to your schedule without having to get permission from the college dean?

How long do you have to drop a class from your schedule if you want to be sure that it is not recorded on your transcript?

Fees and Charges

The fee schedule for the 1982-83 academic year had not been established when this publication was printed. In the 1981-82 academic year what were the undergraduate fees for in-state and out-of-state students?

There are several types of fees that can be assessed to a student's account. What are some of these fees?

The following courses can be taken by a new student. What are the fees assessed for each of them?

Driver Education fee

Bowling fee

Horsemanship (western) fee

Housing

Who is required to live on campus?

Can you bring a guest into a dining hall?

Where can you get information about off-campus housing?

Can you get a refund for unused meal coupons?

Financial Aid

What is the difference between a loan and a grant?

How does a student apply for financial aid?

Your parents earned \$50,000 last year. Should you apply for financial aid?

"How to Talk College"

Classification/classified -

Academic warning -

Academic probation -

Full-time enrollment -

Social probation -

Drop/add slip -

Fraternity -

Sorority -

Incomplete -

Academic load -

Advance registration -

Open registration -

Audit -

Greek house -

Residential contract -

Basic meal plan (plan A) -

HOW TO SKIM



. . . CONCENTRATE,

TRAIN
YOUR
MEMORY



SESSION VI: Skimming, Memory, and Concentration

DESIRED OUTCOMES: Students will learn skimming strategies, memory improvement techniques, and essentials for maximum concentration.

OBJECTIVES:

After completing this unit students will know:

1. How to skim a textbook effectively for facts and for efficient, quick reading.
2. Techniques for remembering what has been learned.
3. Techniques for improving concentration.

ACTIVITIES:

1. Give the mini-lectures and discuss skimming, memory training, and concentration. (Encourage students to practice these tactics with every reading assignment they have.)
2. Discussion of assigned reading (pp. 48-56 in Guide to Effective Study), and homework assignment (pp. 57-58 in Guide to Effective Study).
3. Reiterate essentials for maximum concentration (to be provided by students, from the assigned readings, during class discussion).

MATERIALS: Mini-lecture - How to Skim

Dynamic Skimming

Mini-lecture - Memory Training

Mini-lecture - Learning to Concentrate

Aids to Remembering

Exercises for Memory Training

ASSIGNMENTS:

1. Complete Exercises for Memory Training
2. Read Ch. 10 and pp. 45-48 in Guide to Effective Study.
3. Complete "Correct This Paper" Exercise
4. Complete Written Communication Exercise, p. 164 in Guide to Effective Study.

MINI LECTURE

How To Skim*

I. PURPOSE

- A. Good Reader Needs to be Flexible
 - 1. For some materials skimming can be used to get main idea or to find a particular fact.
 - 2. Light fiction can be skimmed.
 - 3. In SQ3R, use skimming to Survey.

II. WHY SKIMMING IS DIFFICULT

- A. Cue-reduction
 - 1. Natural phenomena of eliminating unnecessary motions once a skill is practiced.
 - 2. In reading, beginning reader taught to read slowly, pronouncing every word.
 - 3. Beginning drivers oversteer, then pull the wheel wildly in opposite direction.
 - 4. Gradually with practice driver learns to steer correctly. So too, can the reader, but often reader doesn't. Many still vocalize or subvocalize.
 - 5. To overcome this habit, necessary to practice reading lots of very easy material (light fiction).

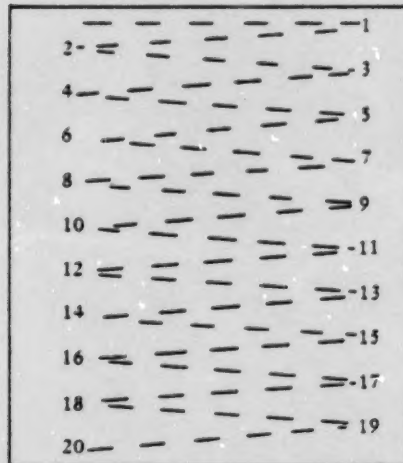
III. HOW TO SKIM

- A. Run Eyes Down a Column of Print (newspaper) "Snatching" Up Main Idea.
- B. Skim For Facts By:
 - 1. Read the title.
 - 2. Read subhead.
 - 3. Read illustration.
 - 4. Read first sentences.
- C. Dynamic Skimming
 - 1. Preview the material to see what it covers.
 - 2. Skim, running eyes down the page.
 - a. Use a "zig zag" movement across the page (show illustrations on overhead).
 - b. Try to stop just twice on a line.
 - c. Work to increase speed, skipping lines until can cover whole page in a few seconds.
 - 3. Review, picking up more details, filling in the gaps.
 - 4. Need to practice this highly specialized skill as often as you can for it to be effective.

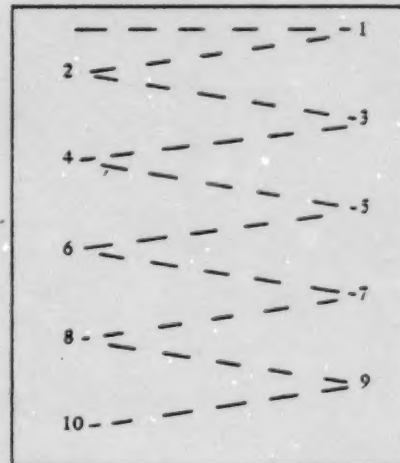
DYNAMIC SKIMMING *

Directions: Find a *very easy* book to read. Even a children's book is suitable for beginning skimming. Select twenty pages and mark them off with paper clips. Your first skimming practice will be on just these pages. First, preview the pages thoroughly. Next, follow the steps below.

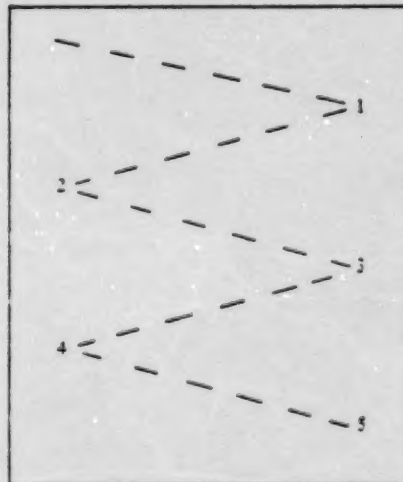
1. Skim through once, spending about 20 seconds on each page. Count to 20 as you move your finger back and forth (zigzag) under every other line, as shown.



2. Skim through the same pages again, this time on a count of 10. Move your finger back and forth 10 times, covering the whole page.



3. Skim the pages again on a count of 5. Keep your finger moving back and forth, just 5 times, covering the whole page.

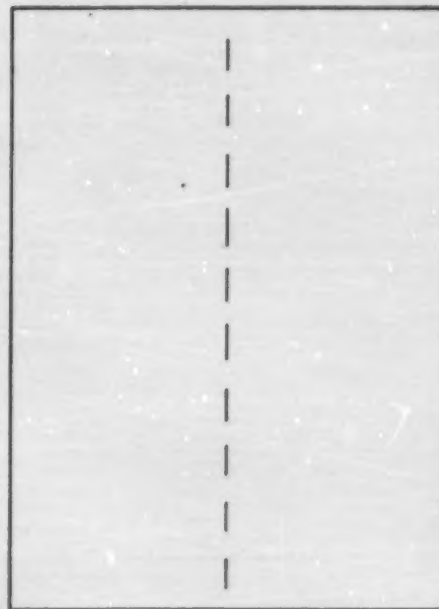
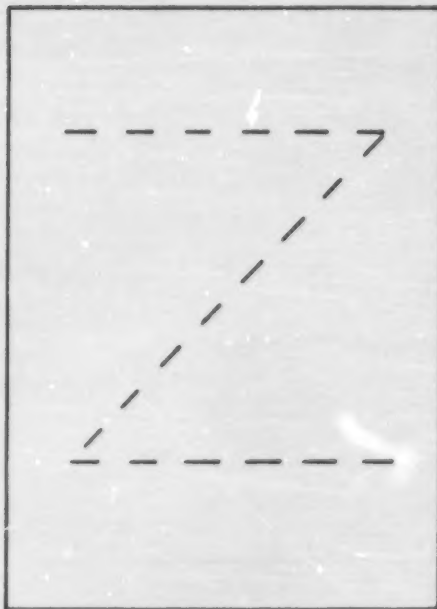
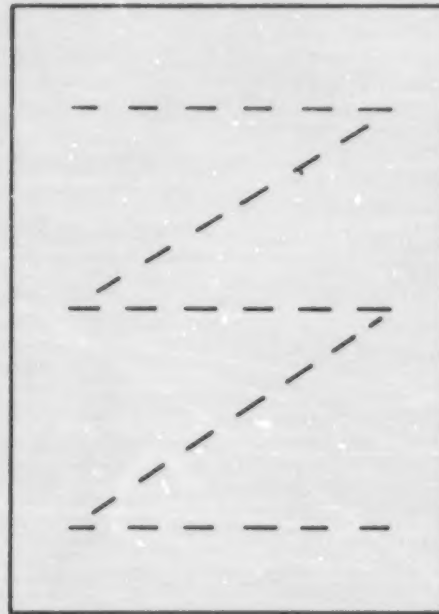
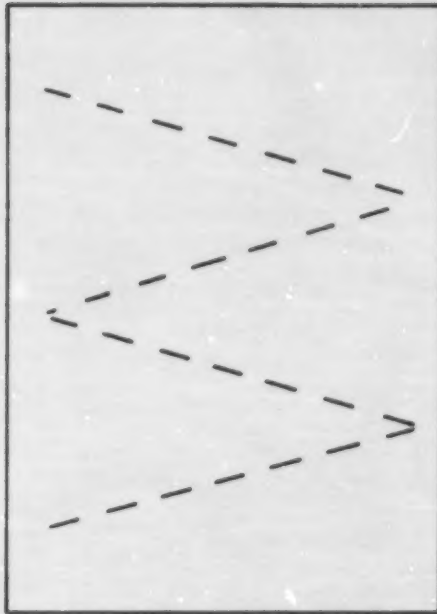


4. On your last time through, skim on a count of 2. Strive to cover each page with just 2 sweeps.



DYNAMIC SKIMMING

Directions: As you develop competence in skimming, you will adopt a count and motion of the hand which is most natural for you. Some suggested sweep motions are shown below.



MINI LECTURE

Memory Training*

I. WHAT IS MEMORY?

A. Memory Made Up of Three Facilities:

1. Retention-receiving and storing impressions made on external senses.
2. Recall-remembering information and facts learned-this aspect gives students the most trouble.
3. Recognition-being aware that people and things have been experienced somewhere before-they are recognized upon sight.

II. AIDS TO RECALL

- A. See Chart on Next Page. Put on Overhead.

MINI LECTURE

Learning To Concentrate*

I. WHY IT IS DIFFICULT

A. Not Motivated or Interested

1. External interferences
 - a. Hunger-get a snack if its been a while since a regular meal, but avoid continual snacking while studying.
 - b. Fatigue-plan for peak awakesness time if possible, or take a short nap, or exercise vigorously to invigorate the body and stimulate the mind.
 - c. Distractions-assess what distracts you and try to avoid these when studying.

B. How to Improve Your Concentration

1. Develop an interest-raising questions as in SQ3R will be helpful.
2. Set a goal-make it short range and realistic and reward yourself when you accomplish it.
3. Prepare to concentrate-be serious about your purpose, gather in advance needed materials: pencils, notebooks, texts, etc., so don't have to interrupt concentration to get them.
4. Vary the activity-try to break up the routine-study so many pages, check the questions at the back, jot key things down, look at graphs, charts, illustrations, go back to study, etc.
5. Prevent day dreaming-expect your mind to wander, but don't allow it to. Fight the invitation to think about personal problems, conflicts, plans for later on, etc. Consciously put these out of your mind.
6. Relate learning-try to make meaningful associations, relate to what you already know, see how this is similar, different, an extension, a new example.

7. Set a time-try to complete the task in a reasonable length of time. Reward yourself with a break when you do.
8. Pace the assignment-divide long heavy concentration periods into 20 minute segments with short breaks. It's easier to regain concentration on an unfinished assignment because you want to see it finished.
9. Organize the assignment-put it into a series of specific and related tasks. Make a list if this helps. Check off parts as they are completed-provides sense of accomplishment.
10. Practice-discipline yourself to spend increasingly longer periods of study and concentration, so that as you get into the more difficult material covering topics in more depth, you will be able to do the necessary independent study and research. You will be able to see relationships, make generalizations, understand principles.

* The materials in this section were adapted from: Spargo, Edward, The Now Student, Revised Edition, Jamestown Publishers, Inc., Providence, Rhode Island, 1977.

AIDS TO REMEMBERING

1. Plan to Remember. One reason we forget is that we never really planned to remember. If you wish to commit a matter to memory, resolve to remember it. Concentrate!	5. Think about the Matter. Examine and analyze the matter to become familiar with it. Think about its different aspects. Relate the material to other things you know.
2. Review. To overcome forgetting, you must review the matter, bring it back to the forefront of your mind and refresh your memory. Reviewing is an essential step.	6. Apply the Learning. We forget what we don't use. Find a way to make the material personal and meaningful through applying and using it. Make it come alive.
3. Look for Principles. The key to retention is understanding. By trying to memorize many facts, we only complicate our task. Concentrate on remembering major ideas.	7. Discuss. Discussion gives meaning and organization to difficult matter, thus increasing your chances of remembering it later on. Discuss the material whenever possible.
4. Memorize Last. When you are faced with several learning tasks, schedule memorization work last. This prevents new learning from interfering with your recall ability.	8. Use Memory Formulas. When there is little relationship among items to be remembered, make up a word composed of the first letters of each item. This is a mnemonic.

SOURCE: Spargo, Edward. The New Student. Revised Edition, Jamestown Publishers, Inc., Providence, Rhode Island, 1977, p. 141.

EXERCISES FOR MEMORY TRAINING

1. Choose a chapter from a textbook from one of your courses. Skim through to find and write down five to seven major points. As you read try to see individual facts in relation to these main principles. Are they definitions? examples? explanations? When finished recite to yourself everything you know about those main points on your list. Check back to see if you missed anything important.
2. Choose another chapter from a textbook and find a section which covers one main point. As you carefully read it, analyze and evaluate it. Do you agree, disagree? How does it fit in with things already known? Or is it different? How will this knowledge benefit you? Test your memory the next day by seeing how much you can recall from this section of the text.
3. At a social gathering, make an effort to remember five people: their names, what each looks like, what they were wearing and one fact about each. Test your recall later that day and again the next day.

"CORRECT THIS PAPER" EXERCISE

(Students are to read through and make corrections on grammar, punctuation, spelling, sentence structure, etc.)

Campus newspapers play an integral part of the cultural experience afforded by students of various colleges and universities around the United States and the world.

Campus newspaper, such as the BG News here at Bowling Green State University, always take a radicalized liberal aproach to the revelant issues of our times. They are never content with the way things are and always demo- for changes

The BG News is like most campus newspapers in the respect that it always puts the best stories of the day on the front page. The front page also has a few cutesy pictures and a big headline telling the name of the newspaper.

Many campus newspapers feature liberal columnists from around the country. The BG News, our campus newspaper, follows this by printing columns by Art Buchwald, a respected columnist who's word is gospel among liberal circles.

Many campus newspapers write their own editorials on relevant issues like Govenor Rhode's calling Japanese people "Japs." The BG News come out against this conservative's action. And rightly so.

Much care and thought goes into the writting of editorials at the BG News, said Mindy L. Smested, assistant copy editor. She said she sees the editorial editor sitting at her desk at least four hours a day.

Another fawcet of the BG News that plays an integral part of the cultural experience of students at BGSU is the Campus Calender and the classified ads. Campus Calender tells the students what meetings to go to and the classified ads tell them which fraternity guy pinned which sorority girl.

Sports is important to every student and the BG News has a sports page or pages. These pages feature pictures and stories about Atheletes at Bowling Green State University.

Editorials, columnists, classified ads, campus calender and sports coverage are but a few ways campus newspapers play an integral part of a studen's cultural experience.

-- Thanks to Roger Love

SESSION VII: Proofreading, Written Communication, and Motivation

DESIRED OUTCOMES: Students will learn the importance of written communication not only for their college classes, but also for their future careers and lives.

Students will also learn principles of motivation and how these can be applied to their own lives.

ACTIVITIES:

1. Discuss Exercises for Memory Training assignment.
2. Discuss assigned reading, Ch. 10 and pp. 45-48 in Guide to Effective Study.
3. Using overhead of "Correct This Paper" Exercise, discuss and make corrections suggested by students.
4. Discuss Written Communication Exercise assignment.
5. Distribute and discuss "Learning to Energize Yourself" handout to be worked on by small groups of students.

MATERIALS: Overhead of "Correct This Paper" Exercise

"Learning to Energize Yourself" handout

ASSIGNMENTS:

1. Read Ch. 3 in Guide to Effective Study.
2. Complete Time Management Exercise in packet.
3. Journals to be collected next session.

LEARNING TO ENERGIZE YOURSELF

GOALS: To introduce students to the concepts of motivating yourself to achieve and succeed.

To explore the basic ways we maintain energy and positive attitudes.

PROCESS:

1. YOU can control your energy!
2. Managing your "energy options" can be a noticeable, invigorating process in your life!
3. Some of the key words to remember are: OPTIMISTIC, CARING, EFFECTIVE, and **ENERGETIC!**
4. If you are able to de-energize yourself, you can also **ENERGIZE** yourself!!!

Examples of De-energizers:

if only.....
us against them.....
moaning and groaning.....
procrastination
"the good old days"
blaming others

Examples of ENERGIZERS:

goal setting
focus on the positive
plan realistically
rewards
confrontation
here-and-now
recreation
sharing

YES YOU CAN DO IT!!!!

Adapted from "How to Maintain
Personal Energy" by J.E. Jones.

TIME MANAGEMENT EXERCISE
HOW I SPEND MY TIME IN A WEEK

Directions: In the time blocs provided, keep track of how you spend your time for one week. Bring this completed schedule to the third class meeting, one week from today. Start filling in blocs when you leave class, beginning with 5:30 p.m. today.

TIME	MON	TUE	WED	THUR	FRI	SAT	SUN
7:30							
8:30							
9:30							
10:30							
11:30							
12:30							
1:30							
2:30							
3:30							
4:30							
5:30							
6:30							
7:30							
8:30							
9:30							
10:30							
11:30							
12:30							

SESSION VIII: Time Management and Academic Advisement

DESIRED OUTCOMES: Students will learn how to manage their time and how to make better use of it utilizing time management principles.

Students will also be exposed to the academic advising system and will learn how an academic advisor can aid them in utilizing the various academic resources at BGSU.

ACTIVITIES:

1. Discuss Ch. 3 in Guide to Effective Study.
2. Discuss Time Management assignment.
3. Using overheads, discuss "A Diary of Time" and "Planning a Personal Activity Schedule."
4. Distribute and discuss "Pointers on Scheduling Your Time" handout.
5. Distribute Time Test, My Time Wasters, How to Work with Time Wasters, Guidelines for Study Schedule, and blank Study Schedule handouts.
6. Based on pp. 15-18 in Guide to Effective Study, discuss the role of academic advising offices.

MATERIALS: Overheads of "A Diary of Time" and "Planning a Personal Activity Schedule"

"Pointers on Scheduling Your Time" handout
"Time Test" handout
"My Time Wasters" handout
"How to Work with Time Wasters" handout
"Guidelines for Study Schedule" handout
"Study Schedule" handout

ASSIGNMENTS:

1. Read Ch. 5 in Guide to Effective Study
2. Complete Exercise #1, pg. 79 in Guide to Effective Study

A DIARY OF TIME

EXAMPLE				MONDAY				TUESDAY				WEDNESDAY				THURSDAY				FRIDAY				SATURDAY				SUNDAY			
Activity	Start	End	Duration	Activity	Start	End	Duration	Activity	Start	End	Duration	Activity	Start	End	Duration	Activity	Start	End	Duration	Activity	Start	End	Duration	Activity	Start	End	Duration	Activity	Start	End	Duration
SLEEP		7:30	8hr.																												
Toilet	7:30	7:55	25 min																												
Break	7:55	8:15	20 min																												
Study	8:15	9:15	1 hr																												
class	9:30	10:30	1 hr																												
coffee	10:30	10:45	15 min																												
Study	10:45	11:30	45 min																												
lunch	11:30	12:30	1 hr																												
class	12:30	1:30	1 hr																												
class	1:30	2:30	1 hr																												
WORK	2:30	4:30	2 hr																												
Social	4:30	5:30	1 hr																												
Dinner	5:30	6:30	1 hr																												
Study	6:30	7:30	1 hr																												
Read	7:30	8:30	1 hr																												
English	8:30	9:30	1 hr																												
Break	9:30	10:00	30 min																												
Study	10:00	11:00	1 hr																												
Recreat.	11:00	11:30	30 min																												
Toilet	11:30		30 min																												
Sleep	11:30		8hr.																												

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PLANNING A PERSONAL ACTIVITY SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT.	SUN.
8:30	BREAK-FAST	-----	-----	-----	-----	Sleep	Sleep
9:30	BIOLOGY	104	PER	BIOLOGY	104	Sleep	Sleep
10:30	ENGLISH	111	PER	ENGLISH	111	Study Biology	Study Psych.
11:30	Free Time	Free Time	Free Time	Free Time	Free Time	Relax	" "
12:30	LUNCH	-----	-----	-----	-----	-----	-----
1:30	PSYCHOLOGY 201	-----	-----	-----	-----	Play Tennis	Relax
2:30	JOB -- work from	2:00 until	3:00 at Rogers Desk	-----	-----	-----	Work
3:30	Free Time	Write English Paper	Free Time	Biol.	Free Time	Work	Work
4:30	Workout at Gym	"	Workout at Gym	Lab.	Workout at Gym	Work	Workout at Gym
5:30	DINNER	-----	-----	-----	-----	-----	-----
6:30	Study English	Read Psych.	Write English Paper	Study Psych.	Social	Social	Study Psych.
7:30	" "	" "	"	" "	Social	Social	" "
8:30	" "	" "	"	" "	Social	Social	" "
9:30	Break	Break	Break	Club Meeting	Social	Social	Break
10:30 to 12:30	Read Biology	Read Biology	Read Biology	" "	Social	Social	Read Biology

The sample shown above represents a well-planned personal activity schedule for a college student. It is well-planned because it enables the student to organize his time effectively and permits participation in a variety of activities. This schedule assumes that the student will have a well-balanced collegiate life-style and that he will also be able to eat regularly and get an adequate amount of sleep. In addition to in-

cluding 15 hours of class attendance, 3 hours a day for breakfast, lunch, and dinner, 7-8 hours of sleep each night, and 29 hours of study time each week, the sample schedule also allows the following blocks of time for other activities:

employment	10 hours
recreation/sports.....	9 hours
socializing.....	12 hours
study breaks	4 hours
free time/recreation.....	10 hours

It should be obvious that this is not the schedule of a "bookworm." The schedule allows time for the student to lead an active and varied life on campus while still permitting ample time for class attendance and studying. In fact, this is the primary benefit of personal planning - IT ENABLES THE STUDENT TO DO WHAT HE OR SHE WANTS TO DO AND STILL MEET THE ACADEMIC REQUIREMENTS OF THE UNIVERSITY.

Setting up a Personal Activity Schedule

The simplest method of setting up a schedule of personal activities is to follow the steps listed below in completing the attached schedule form:

- STEP 1 - Fill in all blocks of time taken up by class meetings.
- STEP 2 - Fill in the blocks of time usually taken for meals.
- STEP 3 - Fill in the blocks of time to be used for study (as a general rule, one should allow at least two hours of study time for each hour of class meeting time).
- STEP 4 - Fill in the blocks of time to be used for fixed-schedule activities (those that take place at the same time each week - such as working hours or organizational meetings).
- STEP 5 - Fill in the remaining blocks of time with personal/social activities such as socializing, recreation, leisure, etc.

In making decisions as to the allocation of time slots, keep the following tips in mind:

- always leave free time during the day so that business matters can be handled during the regular university office hours
- be sure to schedule an adequate amount of sleep
- always schedule at least two or three hours time in a solid block for completing writing assignments

- schedule in a "study break" for every two to three hours of study time
- plan to study every day rather than attempting to study for ten hours during a Saturday or Sunday
- allow several hours each week for some form of physical activity
- be realistic in assigning time blocks; don't plan to study for four hours on Saturday night if you know that you'll be wanting to go out on a date
- alternate the type of studying that you do; don't plan to read a textbook for five hours at a time - read for an hour or two, then do some exercises or problems, followed, perhaps, by work on a writing assignment
- use the "best" time for each activity in your schedule; if you're not fully awake until 10:00 AM, don't plan to read your psychology text from 8:00 AM until 9:30 AM
- allow yourself time to participate in extra-curricular activities such as clubs or campus organizations

Following Your Schedule

Now that you have set up a personal activity schedule, you must be prepared to follow it. If you're not used to scheduling your time, this may be difficult at first. The important thing is that you consistently attempt to follow the schedule that you have set up for yourself. After a while, following your schedule will become almost automatic. With practice, you will also learn to plan realistic schedules that can be followed with relative ease.

It is often useful to make two copies of a personal activity schedule. One can be taped to the back of your door so that you can check it each day before leaving for class. The other copy should be included inside your notebook so that you can have it with you for reference during the day.

Make it a habit to refer to your schedule often during the day so that you will know what you should be doing at any given time. Make whatever adjustments are necessary in your schedule as you go through the day. If you need to go to the laundry instead of studying English on Tuesday afternoon, keep in mind that you have lost the time assigned to English study and plan to put it in elsewhere in your schedule - perhaps on the

following day during a "free time" period.

Getting Things Done

One of the most effective means of accomplishing personal objectives on a day-to-day basis is to list those things that you want to do and then assign priorities to them. Typically, this process starts with a list of things to be done. For the average student, the list might look something like the one shown here -

Write letter home
Call Nancy for Fri. night
Pick up biology lab book
Write outline for English paper
Pick up football tickets
Check library for Eng. paper ref.
Do laundry
Return Larry's class notes
Go to writing lab

This list includes those things that a student might need to do on a given day. By writing out such a list, the student knows what he has to do and can make plans to perform various tasks during the day. As each task is completed, they can be checked off of the list. By doing, the student knows what he has accomplished and what remains to be completed. A simple list provides a record of accomplishment and helps to avoid the feeling that the day has been wasted.

Often, however, a simple listing of tasks to be performed is not sufficient. Some tasks, for instance, are more important than others and some tasks cannot be started until others have been completed. In the list above the student apparently has an English paper to do. In order to complete it, he has indicated that he should "Write an Outline," "Check library for Eng. paper references," and "Go to writing lab." Actually, he should probably go to the writing lab first, get some help in organizing the outline, and some advice on selecting references before going to the library. These activities, then, should be listed in order of their priority. Likewise, it

would appear to be important that the student "pick up (his) biology lab book" as soon as possible if it is required for the course. Also, Nancy might not be available for Friday night unless he calls early and, if the football tickets are not picked up relatively quickly, there might not be any left by the time he gets around to it. Therefore, if this list were to reflect the importance of each activity relative to the time frame in which it should be accomplished, the order in which the activities are listed might be different.

This same list, based on consideration of priorities, would look like this:

1. Pick up biology lab book
2. Go to writing lab
a. Develop outline for paper
b. Get advice on resources
3. Go to library and obtain references
4. Call Nancy for Friday night
5. Pick up football tickets
6. Return Larry's class notes
7. Do laundry
8. Write letter home

By listing activities in the order of their priority, it is possible to insure that the most important items are taken care of first. It may be desirable to write a letter home or to do the laundry but, if these items must be put off to another day, fewer problems would be caused than if an English paper were not completed on time or a biology lab manual was not available when it was needed.

This section on planning a personal activity schedule was written by Hunter Boylan.

POINTERS ON SCHEDULING YOUR TIME

General Principles:

1. The primary remedy for study difficulties is more effective methods of study rather than more study time. It is not the purpose of this project to get you to study more hours.
2. Let this schedule be an aid—"a trusted servant, not a dictatorial master." Let it work for you. Make it realistic—not so severe that you know you cannot possibly follow it. Account for recreation time. Don't kid yourself.
3. Consider the following:
With a continuing attitude of "what's next?" one has to be constantly making decisions about next steps. Such a person responds sensitively to distractions about him/her; s/he no sooner starts something than s/he is reminded of several other pressing matters. With little or no system to a person's activities, everything seems to demand immediate attention. Thus, the rationale for a planned routine of activities.
4. A person is efficient not because of any superb display of will power used to force him/herself to keep the job, but rather because s/he has developed habitual patterns of sequences of activity.
5. Psychological research indicates that we forget more per unit of time immediately after learning than at later intervals. What does this tell you about review and "cramming?"
6. Research also shows that the nature of activity following learning has an effect on its retention. The greater the similarity of succeeding activities to original learning, the greater the hindrance or interference with recall will be.
7. Make changes in your schedule whenever necessary. Your schedule will need to be revised, and at times broken. It should be, not an inflexible system which takes away all spontaneity of action, but rather a guide to efficient effort.
8. Don't be heroic in your belief that you can follow a schedule easily. You may become discouraged in your attempts, particularly in the beginning. It is, however, vitally important for you to keep applying the schedule until it becomes a habit.

Specific Principles:

1. Write in your class schedule first.
2. Write in regular fixed hours such as meals, hours of outside work, church, team practices, etc. Include an hour for lunch and dinner.

3. Block off regular recreation time. At this stage of filling out the schedule, include only minimum recreational periods. When you have finished planning the study time, other periods for leisure will be available. It is suggested that you plan for daily recreations from 4:00 p.m. to 7:00 p.m.
4. Allow at least eight hours of sleep at night.
5. Plan your study time following the general rule of two hours of study for each hour of class time.
6. Normally, it is better to study an assignment just after the class in which it is given if the class is usually a lecture section, or just before the class in which it will be used if emphasis is on recitation or discussion.
7. Schedule a daily review period of one hour. The time between 7:00 and 8:00 p.m. is suggested for this. Use free time over the weekend for a weekly review.
8. In planning time some students will need to spend more time; a few can spend less. The less your academic background, your mental ability, or the effectiveness of your habits of work, the more time you should spend in study. Don't judge how much time you should spend by how much someone else spends. Students differ as much in this as they do, for example, in physical strength or skill in tennis.
9. Adapt the length of each study period to the type and difficulty of the material to be studied. For example, if you are doing drill work involving rote memorizing, you should not study over 30 minutes without a change or at least a rest. If you are reading a novel or writing a paper, however, you may work several hours without a change.

TIME TEST

Rate yourself by answering yes or no to the following questions.

1. Do you do things in priority order? _____
2. Do you accomplish what needs to get done during the day? _____
3. Do you always get assignments done on time? _____
4. Do you feel you use your free time efficiently? _____
5. Do you tackle difficult or unpleasant tasks without procrastinating? _____
6. Are you working up to your potential? _____
7. Are you spending enough time planning? _____
8. Do you know what your organization's immediate goals are? _____
9. Do you know what your responsibilities are within your organization? _____
10. Do you prepare a daily "to do" list? _____
11. Do you prioritize this list? _____
12. Do you meet deadlines without rushing at the last minute? _____
13. Are you up-to-date on your personal paperwork? _____
14. Do you let interruptions sidetrack you from your most important tasks? _____
15. Do you know the difference between efficient and effective use of your time? _____
16. Do you spend too much time on trivial matters? _____
17. Do you wake up in the morning ready to tackle your most important priorities? _____
18. Are you spending enough time on academic papers? _____
19. Are you spending enough time to relax and be with friends? _____
20. Are you satisfied with your use of time? _____

MY TIME WASTERS

Read the following list of common time wasters (students and others). Place a check before your 3 to 5 biggest time wasters. If any of your biggest ones are missing, add them in the blank spaces at the bottom and include those in the 3 to 5 chosen.

- ___ 1. Interruptions, drop-in visitors, unplanned conversation.
- ___ 2. Meetings, scheduled or unscheduled.
- ___ 3. Lack of objectives, setting deadlines, setting priorities.
- ___ 4. Cluttered desk, hunting things needed, personal disorganization.
- ___ 5. Doing routine things of minor importance.
- ___ 6. Attempting too much at once.
- ___ 7. Unrealistic time estimates
- ___ 8. Procrastination, indecision, daydreaming.
- ___ 9. Inability to say "No."
- ___ 10. Leaving tasks unfinished, jumping from one task to another.
- ___ 11. Getting involved in unnecessary details ("chasing rabbits").
- ___ 12. Socializing, idle conversation.
- ___ 13. Playing cards, games, etc.
- ___ 14. Lacking self-discipline--not carrying through on plans.
- ___ 15. Constantly switching priorities.
- ___ 16. Failure to listen carefully to assigned tasks.
- ___ 17. Failure to do first things first.
- ___ 18. Failure to use short blocks of time constructively.
- ___ 19. "Breaks" which turn into "vacations."
- ___ 20. Duplicating effort (having to start over--losing material--
recording notes in form which doesn't help, etc.)
- ___ 21.
- ___ 22.
- ___ 23.

HOW TO WORK WITH TIME WASTERS

1. Identify probable causes:

- A. Things I do or don't do.
- B. Things others do or don't do.

IT IS EASY TO BLAME OTHERS!!

AM I REALLY THE CULPRIT?

2. Obtain good data:

- A. Are patterns present? (type, time of occurrence, etc.)
- B. A time log can help define how you are using your time.

3. Consider possible ways of reducing or eliminating. (Brainstorm!!)

- A. Take one at a time or a few at a time. (You have spent years learning to use these; you will have to learn alternate ways of using your time.)
- B. A few may be solved by my "not doing that"; most will require me to "do something in place of them."
- C. Others may have suggestions which might work but YOU CHOOSE!!

4. Select feasible solutions or "beginnings toward solutions" for YOU!!

- A. Choose solutions or plans of attack which you really think you can carry through on and which fit you.

5. Implement the solutions:

- A. Really try them out.
- B. Evaluate your progress.
- C. Continue or modify your approach.

EXPECT TO BACKSLIDE BUT GO BACK TO THE FIGHT!!!

KEEP IN MIND THAT YOU CHOSE TO TRY THIS!!!

NO ONE BUT YOU CAN MAKE YOU CONTINUE!!!

GUIDELINES FOR STUDY SCHEDULE

1. Block out and label committed time segments.
2. Estimate needed study and preparation time.
3. Schedule around key events and committed time.
4. Build in flexibility for the unexpected.
5. Include some thinking and planning time for yourself.
6. Plan ways to use transition or short time blocks constructively.
7. Match your study to your body cycles and idiosyncrasies.
8. When you "steal" study time, plan then when you will return it to yourself.
9. Learn to control your unscheduled action impulses.
10. Review each day--what went right and why--what went wrong and why?
11. Revise your schedule as needed to implement more going right and less going wrong.
12. Keep your focus on your objectives and priorities as they relate to your study and time scheduling.

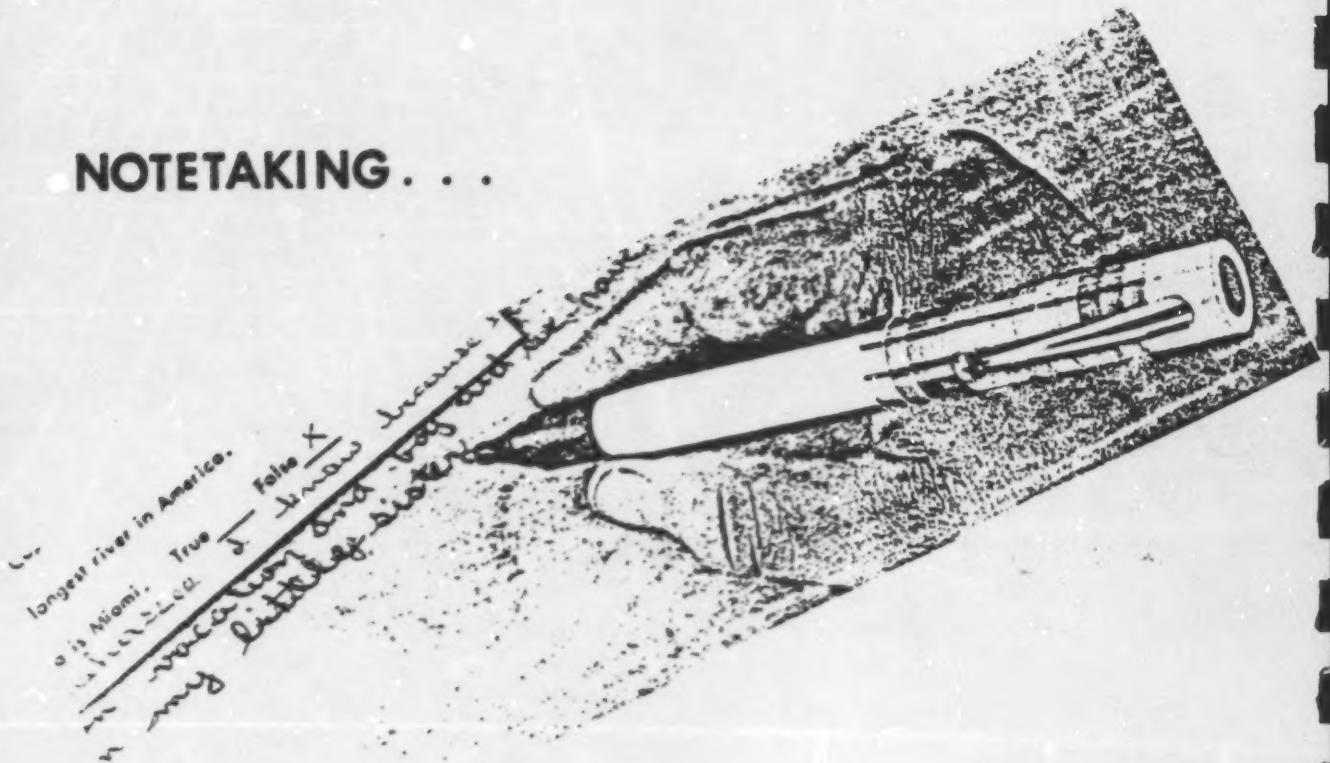
THEY STUDY SCHEDULE IS THE STUDENT'S TIME SCHEDULE!

STUDY SCHEDULE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
7:30							
8:30							
9:30							
10:30							
11:30							
12:30							
1:30							
2:30							
3:30							
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6:30							
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9:30							
10:30							
11:30							

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NOTETAKING . . .



LISTENING EFFECTIVELY . . .



SESSION IX: Listening Skills and Notetaking

DESIRED OUTCOMES: Students will gain in their capacity for effective listening and notetaking for use in their classes.

Students will also be exposed to different methods of notetaking and will practice notetaking skills.

ACTIVITIES:

1. Discuss Ch. 5 in Guide to Effective Study.
2. Discuss Exercise #1, pg. 79 in Guide to Effective Study.
3. Discuss the importance of effective listening.
4. Using overhead, discuss notetaking forms.
5. Distribute and discuss "Use of Class Presentation" handout.
6. Distribute and discuss "Taking Useful Lecture Notes" handout.
7. View video, "Women's Roles in Our Culture" for notetaking practice.

MATERIALS: Overhead of notetaking forms

"Use of Class Presentation" handout

"Taking Useful Lecture Notes" handout

Video, "Women's Roles in Our Culture"

ASSIGNMENTS:

1. Read Ch. 9 in Guide to Effective Study.
2. Complete Library Skills Scavenger Hunt - packet pp. 23-25.
3. Complete Underlining a Textbook Exercise - packet pp. 21-22.

NOTE-TAKING FORMS

One effective method of note taking is the "Sentence Outline Form" that lets you use your notes to study for exams.

This form of note taking uses an outline, but instead of writing only phrases or key words, you write sentences about the major points discussed in class.

Here is an example of the "Sentence Outline Form":

- I. Plant diseases that attack tomatoes and how to prevent them
 - A. Blossom End Rot: the blossom end of fruit becomes dry, sunken, leathery and brown-black. To prevent:
 1. Maintain even soil moisture by watering during dry periods
 2. Mulch (cover the soil with a substance to prevent loss of moisture) during drought
 3. Fertilize (feed the plants) based on soil tests
 - B. Root Rot: plants become pale, yellow, and/or stunted. May wilt, die, or collapse. They do not respond to water or fertilizer. To prevent or cure:
 1. Practice rotation (don't plant the same vegetable in the same spot each year)
 2. Avoid wet, poorly drained soils
 3. Remove and destroy affected plants
 4. Control nematodes (worms that eat the plant's roots)
- II. Plant diseases that attack cabbage plants and how to cure or prevent them.

The above is the "Sentence Outline Form" of note taking. As you can see, you could use those notes to study from. Compare the above with the following which is the "Simple Outline Form":

- I. Plant diseases of tomatoes
 - A. Blossom End Rot. To prevent:
 1. soil moisture
 2. mulch
 3. fertilize
 - B. Root Rot
 1. rotate
 2. avoid wet soil
 3. remove plants
 4. control nematodes
- II. Plant diseases of cabbage plants and cures

As you can see, the above "Simple Outline Form" would be used more as a study guide to be used with your textbook since you would have to look up what each phrase means.

Some students prefer the numbered sentence form. In this form you write down each point made and number them. But if you use this form, it is important to review your notes right after class to mark the major points to clarify your notes.

Here is an example of the numbered sentence approach:

- * ① Certain diseases attack tomatoes.
2. Home-grown tomatoes are good to eat just plain.
- Disease ③ Blossom End Rot makes the fruit dry, sunken, leathery and brown-black.
- To prevent ④ Water plants during dry periods to maintain even soil moisture.
5. Having a garden is a wise thing to do.
- To prevent ⑥ Mulch (cover the soil with a substance to prevent water loss) during drought.

Use of Class Presentation

If I am not really preparing for class or if I listen poorly or take notes poorly, I may wonder at times what value class attendance really has. Honestly, such attendance is important and there are reasons why attendance is strongly encouraged! I can gain a great deal from it if I use it well.

A most important factor is being prepared to use class attendance and the instructor. Critical to that is being sure I have read and studied assigned material before I go to class rather than afterward. I can know by doing this what to expect and can much better use what the instructor is trying to offer.

Taking useful notes in class requires practice and will vary from class to class. There is not time to listen and also write down all that is said. I need, again, to see class notes as a short cut or short hand recording of ideas and supporting material which will bring back to memory much more than is written on my note paper. Recording in my own words the general ideas with some supporting data usually works best. I will be listening most carefully when material is being presented which I did not fully understand while preparing for class or where material not in the text is being presented. I can learn to do this in a fairly well organized manner with practice but may have to do some re-writing and/or reorganizing until I am able to develop this skill to a higher level than I may have as a beginning college student.

My class notes should be studied as soon after class as is possible and integrated with my textbook and/or other reference material studied before class. They should be an integral part of my reviewing!

I need quickly to develop effective and realistic ways of using my instructor beyond that of just taking class notes. There are several ways in which I can do this in a useful manner:

1. I need to listen carefully (usually the first few days of class) to the statements he or she makes with respect to what will occur in class and the purposes behind those procedures. Will material in class be based on further explanation of text material or be chiefly on added material not available in the text we are using? Does the instructor state that he or she encourages questions during class, after class, or in conferences? What kinds of approaches will be used in evaluation? Will these be objective type tests, essay tests, class participation, laboratory work, extra papers, term papers, etc.?
2. I will need as quickly as possible to check out the real expectations of the instructor. These often may be the ones stated but may also go beyond those actually stated. The instructor is not deceiving me as to expectations stated but, being human, may not always act in the ways he or she believes about such actions. If, for example, questions are "encouraged" but tend to be pushed aside when asked, then perhaps they are not encouraged as much as indicated. Watch closely for that which is emphasized and discussed by the instructor, usually a sign that the instructor considers it to be important. One really needs to take one or more quizzes or tests to be sure what content and structure will be like al-

though, once again, this will usually check with that which has been said.

3. I can often learn a great deal and clarify that about which I am unsure by asking questions. Most of us are hesitant to question because we might ask a "foolish" one. Usually, however, if I do not understand something, there are others around me with the same question. If I ask, this will often encourage others to ask for me at another time. Questions should, where at all possible, be direct and to the point rather than implying "I do not have any idea what you are saying." Most instructors will welcome direct questions. They want you to understand and this gives feedback to them as to how well they are getting material across. Where I am fairly sure that I am alone in my lack of understanding, I may want to jot down the question in the margin of my notes and ask the instructor after class or try to find the answer elsewhere first.
4. Most instructors are more than willing to talk with the student in a scheduled conference. However, again you will find the instructor to be of much greater use to you if you can clearly indicate where your learning problems are and seek help in attacking these rather than asking for a "repeat performance" of a lecture.
5. Evaluating the teacher's outlooks, what is seen as important, the purposes of learning seen as important, etc. can usually help me in getting the most from lectures and discussion as well as helping me to integrate class work with the other study I am doing.
6. The development in recent years of relatively inexpensive, quality equipment for taping of lectures has added a dimension about which I have mixed feelings. Such information as I have is based on the reactions of students and not to any extent on personal experience. I do have these feelings and reactions in this area:
 - a. Taping should not be done without consent of the instructor though few will object if you have good reasons for taping.
 - b. Taping should not be used in place of notetaking. The time consumed in relistening to the complete lecture or class period doubles class time. Zipping through a tape to an area about which I am unclear, however, could be useful.
 - c. For the person who listens poorly, the tape can provide the chance to re-listen but I must recognize that time used will be extensive.
 - d. Some commuters have indicated that relistening to tapes while driving for some distance is useful and saves time in re-reading which is at a premium for them.

- a. You will need to evaluate this device, once again, on an individual basis. I would suggest that you check with other students as to its usefulness for them before going into the investment of recorder, tapes, and time.

Using My Classmates

An additional source of aid in my study that definitely should be included is that of the use of classmates who can in several ways be most helpful. The matter of asking questions and thus probably encouraging others to do the same has already been mentioned but below are listed some other ways in which I can gain added aid.

One thing I can do is to identify early in the quarter classmates who seem to know what they are doing and those who are thus likely to be taking adequate class notes. If I must for some reason be absent from class, I can arrange to get such notes from him or her and plan to do the same for them at some other time. (If I am using taping or would prefer to get the full lecture, another student may be willing to tape the lecture for me and then I can use this as a basis for developing my own notes.)

Where such is practical (classmates living in the same housing unit or close friends, for example), sharing each others notes is a useful device in itself. I will, perhaps, have picked up ideas which she or he has not and the opposite will also be true. Checking the notes of others and comparing with my own can often be useful to both of us in evaluating the adequacy of our own note taking.

Reviewing and/or using the questioning portion of my study with one or more students in the same class can often be extremely helpful. Once again, I (and the other students involved) can check out my approaches in study and review as well as probably covering material more completely than would otherwise be true. This, as is self recitation, is often a most productive way of checking as to how well I have grasped the material I have been studying. An equally valuable side-effect which can often occur is that of identifying areas where I am weak or where background information or processes which are basic to difficulties I am encountering are present. Half the battle is recognizing these problems when they exist (for example, not understanding the metric system or confusion in the process of balancing equations.) Once I can identify such a problem if it exists, I can then get to work on clearing it up and other difficulties based on it will disappear.

Conclusion

Certainly not all that could be said about study is included here and, as stated at the beginning, is not intended. Hopefully, some of the ideas may be new and some useful to you either directly or as a basis for generating other ways of study which you think might be useful to you. Above all, try to recognize as early as possible in college or in any quarter difficulties or potential problems present. Then, do something about them! If you know what to do then do it. If you are unsure about how to tackle the problem, seek help from others such as roommates, classmates, residence hall personnel, teachers, your adviser, a counselor in our Center, or whomever you think most likely to be of aid. (Sometimes, knowing how to handle tests can make a big difference

and other brochures are available on this topic. Individual discussion with a counselor may also help in this area particularly if "exam panic" is at all involved.) Having problems is neither unusual nor something to be hidden. But, having problems and not facing them and trying to do something about them is not living up to the level of responsible behavior of which you are certainly capable. By all means don't let any such problems get too big before you do something about them!

TAKING USEFUL LECTURE NOTES

- I. Why take good lecture notes?
 - A. They help you understand the writer's or lecturer's plan.
 - B. They give you concise and complete outlines for reviews before examinations.
 - C. As taking good notes requires an active attitude in class, concentration and retention of learning is enhanced.
- II. Scan the topic before the lecture in order to be more familiar with the essential ideas.
- III. Get set for the lecture.
 - A. Use a large notebook with plenty of paper. Divide the notebook into sections, one section for each course.
 - B. When the lecturer enters the room, practice getting set.
 1. Get pen and paper ready.
 2. Focus your attention on the speaker.
 3. Have your mind ready to receive the first idea that is presented.
 4. Try to keep your attention from wandering until the speaker finishes.
A little effort here will make the time seem shorter to say nothing of the increased retention of learning.
- IV. Instructors usually give clues to what is important to take down. Some of the more common clues are:
 - A. Material written on the blackboard
 - B. Repetition
 - C. Emphasis
 1. Emphasis can be judged by tone of voice and gesture
 2. Emphasis can be judged by amount of time instructor spends on points and the number of examples s/he uses
 - D. Word signals (e.g. "There are two points of view on. . .," "The third reason is. . .," "In conclusion. . .").
 - E. Summaries given at the end of class.
 - F. Reviews given at the beginning of class.
- V. Make your notes brief. Do not copy verbatim every word that is spoken.
 - A. Think, analyse, judge, compare, "digest" what the lecturer says, then, in your own words, summarize the main ideas and key facts in a few brief, logical phrases.
 - B. If you try to write down too much, you will fall behind and be unable to follow the thought of the lecturer or think about the meaning of what s/he is saying.
 - C. Put down in full only such things as the following: references, definitions, formulas, direct quotations, and specific facts (such as dates.)
- VI. Write the notes in some systematic order.
 - A. Differentiate minor headings from major headings by indenting every statement which is subordinate to the preceding one.
 - B. Employ a uniform numbering system.
 - C. Space your notes, do not try to save paper. Space them so that the

ideas stand out.

VII. If you miss a point, don't stop at the moment to recover it. Leave a blank space and get it later from a fellow student or your instructor.

VIII. Rework your notes carefully as soon as possible after each lecture.

- A. Use your daily review period for this.
- B. Add to the notes where necessary and applicable,
- C. Underline major points or key words.
- D. Study the notes while they are fresh in your mind.
- E. It is not necessary to retype the notes if they are taken correctly in the first place. If you are a rapid typist, and if you study your notes while they are being retyped, this practice is worthwhile.

Video-taped Lecture - 12 Minutes

Dr. Susan S. Arpad, Director of BGSU Women's Studies Program

"WOMEN'S ROLES IN OUR CULTURE"

OUTLINE

- I. Cultural sexism
 - A. Definition of sexism
 - B. Institutionalized sexist values
 - C. Enculturation of sexist ideas
- II. Examples of cultural definition of women
 - A. Women's roles as wife, mother, and homemaker
 - B. Women as isolated/alienated
- III. Why study sexism?
 - A. Culture defines our reality
 - B. Sexist reality limits human potential
 - C. Women's Studies encourages women to make the most of their human potential.

QUESTIONS

1. Define sexism, sex role, sexist, stereotyping, enculturation, and role.
2. What would it be like to live in a world where no sex roles were prescribed? What would be the advantages? The disadvantages?
3. What are the disadvantages women have from their prescribed sex roles? The advantages?
4. Can you think of any examples of women not valuing other women very highly? Can you think of any examples of women valuing other women very highly? What is the difference of these situations?

Library Skills Scavenger Hunt

Instructions: You are about to embark upon the challenging Library Skills Scavenger Hunt! Read the brief introduction to each section of the library and then complete the exercises. By finding the answers you should become more familiar with some important areas of the library.

I. THE CARD CATALOG

The card catalog is the most useful library resource. Here you can locate the materials which the library has that might be of use to you. They are set up in two ways: by author/title and by subject. Use the author/title catalog when you have that information, and use the subject catalog when you are looking for materials under a subject heading. When you locate the materials you want, consult the stack guide to find out where they might be located in the library.

- A. Who authored the book How to Beat the High Cost of College?

On what floor can this book be found? _____

- B. Who is the first author listed under the subject heading, "Comic Books, Strips, Etc.?" _____

What is the title of the book? _____

In what special area of the library may the book be found? _____

II. PERIODICALS

The Bowling Green Library subscribes to nearly 5,000 journals and other periodicals. (These are just fancy words for magazines). For any research that you do, periodicals are an invaluable resource. Several indexes are available to direct you to the correct periodicals for your subject area. The Reader's Guide, of course, is probably the most popular but also the Humanities Index, Social Sciences Index, Business Periodicals Index, Education Index, and many others are available. These are invaluable tools with which you should become familiar. When you find the magazine articles you want to use, check the periodicals list to find out if the library has that periodical and if so where it may be found. The periodicals, in most cases, are bound and shelved alphabetically on the first floor of the library near the reference section.

- A. Find the magazine, The Musician in the serials list. With what volume number and year did the periodical cease publication?

- B. In the Humanities Index (Vol. Apr. 1978-March 1979) how many listings are there under the heading "Dancing Schools?"

- C. Find the latest World Almanac by finding the reference call number in the author/title part of the card catalog. What is the first four-star rated major movie listed from the New York Daily News?

Who directed this movie? _____

III. MICROFORMS

Some materials in the library are stored on microforms. These come in the form of film rolls or film cards, which store many pages of material. A room in the reference area is equipped with readers for both types of microforms plus a machine which can copy materials from the microforms. Ask a staff member in this area for assistance if you have never used microforms.

- A. Locate the July 21, 1968 issue of the Cleveland Plain Dealer. The frontpage declares the new Miss Ohio. Who is she and where is she from? _____

Before you leave this area note that there are several copy machines outside the microforms area. You can make copies for five cents apiece and you may get change from the change desk at the entrance to the library.

IV. POPULAR CULTURE

This is a unique area of the library which houses a variety of materials from the nineteenth and twentieth centuries. You may find everything from Occult magazines to Playboy; Comic Books to "popularized" books on medicine and much more.

- A. What is the room number of the Popular Culture Library? _____
- B. What area is directly across from the Popular Culture Library? _____

Feel free to explore this area on your own. Their hours are different from those of the Main Library, so check before you stop in. The Librarians will be happy to assist you in any way possible.

V. GOVERNMENT DOCUMENTS

The Government Documents Area is located on the fourth floor of the Library. Here may be found selected government publications on the federal, state, and municipal level. This area has its own card catalog and its own call number system. Any materials from this area are checked out directly from Government Documents and not the Main Circulation Desk.

- A. Find the card in the Government Documents Agency File under the heading "President Eisenhower" that will direct you to the report Action for Youth Fitness. What year was this report published? _____

VI. RARE BOOKS

The Rare Books collection is another interesting area of the library. Access to this collection is through the 5th floor service desk. Here may be found books that are too rare or delicate to be checked out. Books in this area are distinguished by the words "rare books" in the upper left corner of the appropriate card in the card catalog.

A. What is the name of the Rare Books librarian? _____

VII. RESERVE AREA

The Reserve Area of the library is located on the first floor of the library. In this area are many materials that have been reserved for use in the library only. You may use this area in some of your classes if the instructor has reserved a reading or video tape for the class. You may find materials in this area by looking under your class title, e.g. CEO 100, in the Reserve Area Card Catalog.

A. How many periodicals are on reserve for the course B.A. 102? _____

By now you should have at least been exposed to areas in the main library which you might need in researching a topic for one of your classes. Remember that in addition to the main library, the Math-Science Library in the Math-Science Building is available for your use. Either library is a good place to study any subject or to do your homework. Study carrels are available all over the first floor of the main library and in the Math-Science Library. For the very serious researcher, research carrels are available on the upper floors of the main library. These have been reserved for scholar students but you may use them when they are not occupied. This brings us to the last part of our hunt.

Go to the eighth floor and give one person's name for whom a research carrel is reserved. _____

Thanks to Pat McCormick
Tim Jewell

UNDERLINING A TEXTBOOK

The following passage will be used as an exercise to illustrate the use of underlining to pick out the main points in a series of paragraphs (from C. R. McConnell, Economics: Principles, Problems, and Policies, 3rd ed., McGraw-Hill Book Company, New York, 1966, p. 47).

Extensive Use of Capital Goods

All modern economies--whether they approximate the capitalist, socialist, or communist ideology--are based upon an advanced technology and the extensive use of capital goods. Under pure capitalism it is competition, coupled with freedom of choice and the desire to further one's self-interest, which provides the means for achieving a rapid rate of technological advance. The capitalistic framework is felt to be highly effective in harnessing incentives to develop new products and improved techniques of production. Why? Because the monetary rewards derived therefrom accrue directly to the innovator. Pure capitalism therefore presupposes the extensive use and rapid development of complex capital goods: tools, machinery, large-scale factories, and storage, transportation, and marketing facilities.

Why are the existence of an advanced technology and the extensive use of capital goods important? Because the most direct method of producing a product is usually the least efficient. Even Robinson Crusoe avoided the inefficiencies of direct production in favor of "roundabout production." It would be ridiculous for a farmer - even a backyard farmer - to go at production with his bare hands. Obviously, it pays huge dividends in terms of a more efficient and, therefore, a more abundant output to fashion tools of production, that is, capital equipment, to aid in the productive process. The best way of getting water out of a well is not to dive in after it!

But there is a catch involved. As we recall our discussion of the production possibilities curve and the basic nature of the economizing problem, it is evident that, with full employment and full production, resources must be diverted from the production of consumer goods in order to be used in the production of capital goods. We must currently tighten our belts as consumers to free resources for the production of capital goods which will increase productive efficiency and permit us to have a greater output of consumer goods at some future date. The Russian citizenry, for example, has paid for an accelerated rate of industrialization in terms of a standard of living below that which might have otherwise prevailed.

Specialization

The extent to which society relies upon specialization is astounding. The vast majority of consumers produce virtually none of the goods and

services they consume and, conversely, consume little or nothing of what they produce. The hammershop laborer who spends his life stamping out parts for jet engines may never "consume" an airplane trip. The assembly-line worker who devotes eight hours a day to the installation of windows in Chevrolets may not own a car, or if he does, it may be a Ford. Few households seriously consider any extensive production of their own food, shelter, and clothing. Many a farmer sells his milk to the local creamery and then buys oleomargarine at the Podunk general store. Society learned long ago that self-sufficiency breeds inefficiency. The Jack-of-all-trades may be a very colorful individual, but he is certainly lacking in efficiency.

In what specific ways might human specialization—the division of labor—enhance productive efficiency? First, specialization permits individuals to take advantage of existing differences in their abilities and skills. If caveman A is strong, swift afoot, and accurate with a spear, and caveman B is weak and slow, but patient, this distribution of talents can be most efficiently utilized by making A a hunter and B a fisherman. Second, even if the abilities of A and B are identical, specialization may prove to be advantageous. Why?

GETTING THE MOST...



SESSION X: Library Usage, Using Textbooks, and Marking the Text

DESIRED OUTCOMES: Students will learn how to use the library most efficiently and will learn what services it has to offer.

Students will learn methods for using and marking texts.

ACTIVITIES:

1. View video, "The Library and How"; followed by class discussion
2. Discuss Ch. 9 in Guide to Effective Study
3. Discuss Library Skills Scavenger Hunt assignment
4. Distribution of "Library Questions" to be completed for journal
5. Using overhead, discuss "Underlining a Textbook" Exercise
6. Complete "Textbook Usage" quiz in class; followed by class discussion

MATERIALS: Video, "The Library and How"

Answers to Library Skills Scavenger Hunt

Library Questions handout

Overhead of "Underlining a Textbook" Exercise

"Textbook Usage" quiz

Answers to "Textbook Usage" quiz

ASSIGNMENTS:

1. Read Ch. 6 in Guide to Effective Study.
2. Read Ch. 11 in Guide to Effective Study.
3. Read Ch. 7 in Guide to Effective Study.

LIBRARY SKILLS SCAVENGER HUNT

Answers

- I. A. Cox, Claire 378.3 also 378.3
C87h C87h₂
1st floor
B. Bernstein, Paul PC
Great Moments in Hysteria 741.5
B 531g
Popular Culture 1st
- II. A. v. 53, 1948
B. two
C. The China Syndrome (AY 67. NS W7
James Bridges p. 432 Arts and Media Movies) or Being There
Hal Ashley
- III. A. Leslyn A. Hipple (Get someone to show how to operate)
Miss Canton
- IV. A. 141
B. Rare Books or map library
- V. A. 1958
- VI. A. Ms. Steen
- VII. A. (one)
B. these subject to change each quarter, someone whose name on door

LIBRARY QUESTIONS
TO BE COMPLETED FOR JOURNAL

Using your knowledge of the Jerome Library and the Frank C. Ogg Science and Health Library answer the following questions: (Keep in mind the mapping skills you have acquired).

1. If you were looking for old Superman comic books where would they be located?
2. Your professor has put copies of an article you need to read on Reserve in the Main Library. Where would it be located?
3. Your friend needs you to look up a book for him called Theory 2 by William Ouchi. What is the call number and on what floor is it located?
4. The shorthand class you are taking requires that you listen to tape recordings to practice your skills. Where would you go?
5. What floor would you find instructional material for an education major?
6. This weekend you're planning a trip to Michigan to water ski, where in the Library can you find an atlas?
7. Who is the Dean of the Libraries and where is his office located?
8. In what section of the library would you find the current periodicals?
9. What is the OCLC terminal used for and where is it located?
10. Wh floor are the books with 300-399 call numbers located?
11. You need to copy a paper you wrote. Where would you go and how much does it cost per page?
12. You are interested in finding out what happened in a recent Congressional Hearing. Where would that information be located?
13. Where is the Science Library located?
14. You want to call your grandmother in New York City but you don't know the phone number. Where can you find a New York City Phone Book?
15. Your father is interested in the history of the Great Lakes. Where could he find information like this?

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Fill in the Blanks

Directions: Read each statement below and then fill in the blanks with the appropriate answer from the list provided. Use each answer only one time.

1. The _____ is the subject reference section of the textbook.
2. Additional readings or references are found in the chapter _____
3. The _____ is that portion of the chapter that reviews the main points in a short amount of space.
4. It is important for the reader to note the _____, so that he/she will know how relevant or up to date the material is.
5. The reader should always read the _____ of a textbook first in order to learn the author's purpose for writing the book.
6. By reading the _____, the reader is able to get an idea of all the topics to be covered in the textbook.
7. The _____ provides the reader with general material to set the theme and main ideas of the chapter.
8. The _____ contains graphs, charts, studies, surveys, and any additional information referred to in the chapters.
9. Students should review the _____ before reading the chapter, and also study them for review of the chapter's main points.
10. The _____ contains reference pages for all authors noted in the textbook.

Appendix

Author Index

Bibliography

Chapter Summary

Index

Introduction to Chapter

Preface

Publication Date

Study Questions

Table of Contents

ANSWERS TO "TEXTBOOK USAGE" QUIZ

1. Index
2. Bibliography
3. Chapter Summary
4. Publication Date
5. Preface
6. Table of Contents
7. Introduction to Chapter
8. Appendix
9. Study Questions
10. Author Index

SESSION XI: How to Study (SQ3R), Studying Special Subjects, and
Improving Reading Skills

DESIRED OUTCOMES: Students will learn how to improve their reading skills, and will learn how to use the SQ3R method to improve their learning of textbook materials.

Students will be exposed to strategies for studying special subjects including math, literature, fine arts, and sciences.

OBJECTIVES:

After completing this session students will know:

1. How to use the SQ3R method of studying.
2. The benefits of organized study.
3. Approaches for studying special subjects.
4. Techniques for reading more effectively.

ACTIVITIES:

1. Discuss Ch. 6 in Guide to Effective Study.
2. Complete pg. 95 Exercise in Guide to Effective Study in class; followed by class discussion.
3. Distribute and discuss "Using the Author's Signs and Signals" handout and "How to Use Paragraphs when Reading" handout.
4. Discuss Ch. 7 in Guide to Effective Study.
5. Distribute and discuss "Studying an Assignment Efficiently" handout.
6. Discuss Ch. 11 in Guide to Effective Study.

MATERIALS: "Using the Author's Signs and Signals" handout
"How to Use Paragraphs when Reading" handout
"Studying an Assignment Efficiently" handout

ASSIGNMENTS:

1. Read Ch. 8 in Guide to Effective Study.
2. Journals to be collected next session.

SQ3R Study Method

Steps in the SQ3R Method

The title for this new higher-level study skill is abbreviated to make it easier to remember and to make reference to it more simple. The abbreviation SQ3R stands for the steps that the student follows in using the method. A description of each of these steps is given below.

Survey 1. Glance over the headings in the chapter to see the few big points that will be developed. Also read the final summary paragraph if the chapter has one. This survey should not take more than a minute and will show the three to six core ideas around which the discussion will cluster. This orientation will help you organize the ideas as you read them later.

Question 2. Now begin to work. Turn the first heading into a question. This will arouse your curiosity and thereby increase comprehension. It will bring to mind information already known, thus helping you to understand that section more quickly. The question also will make important points stand out at the same time that explanatory detail is recognized as such. Turning a heading into a question can be done at the instant of reading the heading, but it demands a conscious effort on your part.

Read 3. Read to answer that question, i.e., to the end of the first headed section. This is not a passive plodding along each line, but an active search for the answer.

SQ3R



Recite



Recite 4. Having read the first section, look away from the book and try briefly to recite the answer to your question. Use your own words and cite an example. If you can do this you know what is in the book; if you cannot, glance over the section again. An excellent way to do this reciting from memory is to jot down brief cue phrases in outline form on a sheet of paper.

Now repeat steps 2, 3, and 4 with each successive headed section: that is, turn the next heading into a question, read to answer that question, and recite the answer by jotting down cue phrases in your outline. Read in this way until the entire lesson is completed.

Review 5. When the lesson has been read through in this way, look over your notes to get a bird's eye view of the points and their relationship and check your memory as to the content by reciting the major sub-points under each heading. This checking of memory can be done by covering up the notes and trying to recall the main points. Then expose each major point and try to recall the subpoints listed under it.



These five steps of the SQ3R method--survey, question, read, recite, and review--when polished into a smooth and efficient method should result in faster reading, picking out the important points, and fixing them in memory. The student will find one other worthwhile outcome: Quiz questions will seem familiar because the headings turned into questions are usually the points emphasized in quizzes. By predicting actual quiz questions and looking up the answers beforehand, the student feels that he is effectively studying what is considered important in a course.

Source: - Robinson, Francis P., Effective Study, Harper and Row, 1970.

USING THE AUTHOR'S SIGNS AND SIGNALS

1. Number and Letter Signs
2. Typographic Signs - an indication that an author wants you to take special note of something. Ex. Bold face print, italic type, boxes, small print, large print, indentations of margins, and color changes.
3. Forward Signals - tells that another item of equal importance is following or that it is the last of a series. Ex.: and, more, moreover, more than that, furthermore, also, and likewise.
4. Counter Signals - tells a reader that the author is about to present an idea opposed to one just offered and that the reader should be alert for it. Ex.: but, yet, nevertheless, otherwise, although, despite, in spite of, not, however.
5. Summary Signals - signal a continuing thought and also a new idea. Ex.: thus, therefore, consequently, and accordingly.
6. Terminal Signals - indicate to the reader that the end is near and that the author is concluding his/her remarks. Ex.: as a result, finally, and in conclusion.

HOW TO USE PARAGRAPHS WHEN READING

1. Introduction - it captures your interest, prepares you for the reading ahead, and tells you what you may expect in the following paragraphs.
2. Definition - appear frequently in textbooks, and they are usually essential to understanding large blocks of information that precede and follow. Ex.: this means; this might suggest that; this signifies; it is defined as.
3. Transition - used by an author to progress from one aspect of his/her subject to another. Clearly announce themselves by directing or shifting your attention from one idea to another. Ex.: however, on the other hand, nevertheless, on the contrary.
4. Information - a paragraph of this sort will state an opinion with supporting reasons; pose a problem and offer a solution; draw a conclusion and present proof; present steps in an argument; make comparisons, present facts, and data.
5. Illustration - present examples, personal experiences, case studies, and anecdotes. Easily recognized due to such terms as: for example, an illustration of this, and take the case of. Purpose is to trigger a positive response.
6. Conclusion - often used to summarize the main points spoken of earlier and to leave readers with a final thought.

STUDYING AN ASSIGNMENT EFFICIENTLY

- I. The most common type of assignment that college students must learn to do effectively is that involving the reading, comprehension, and mastery of a textbook assignment. The necessity of an organized approach should be recognized.
- II. The student learns more easily and remembers for a longer time material which makes sense and is meaningful.
 - A. Time alone does not ensure learning.
 - B. Knowledge is not absorbed by the mind as water is by a sponge.
 - C. Learning must be a dynamic process.
 - D. There are positive steps you may take to make material meaningful.
- III. Studies indicate that reading and re-reading an assignment at one sitting is not efficient and does not help comprehension very much. Are there more effective methods of studying an assignment than reading and re-reading? The techniques suggested below may be helpful.
- IV. Survey the assignment as a whole.
 - A. Get a "bird's eye" view of the entire assignment by skimming over the material in advance of intensive reading.
 - B. The purpose of this is to give you a general idea of the master plan of the material--what topics are discussed and how they are related to each other logically.
 - C. In this initial survey read section headings and subtitles and look at pictures, tables, and charts.
 1. If the chapter has final summary paragraphs, the ideas developed in the chapter will be there.
 2. Look for main core ideas.
 - D. This quick survey will save you time in the long run as it will put the details in perspective and give them more meaning in relationship to the whole.
 1. This survey will develop a frame of reference for the more intensive reading to follow.
 2. Don't fall into the category of the student who "can't see the forest for the trees." Don't let the specific facts get in the way of a broad perspective and the meaningfulness of the entire assignment.
 - E. This is equivalent to the way one takes a hurried look at the daily newspaper or looks at a map to plan a long automobile trip.
 - F. This survey should take only a few minutes.
 1. Don't try to memorize the details.
 2. Do not linger over any part you cannot understand.

- V. Develop a questioning attitude as you study an assignment.
 - A. Question the author's viewpoint and establish for yourself just what your attitudes and opinions are.
 1. Do the author and the class instructor agree?
 2. Is the author consistent and how has s/he logically tied in this material with preceding chapters?
 3. What significance does the assignment have for the class lectures and recitations?
 - B. Interrelate the material to what has been previously studied.
 1. How will this information contribute to your professional development, and to your development as an educated citizen?
 2. Relate new facts to old problems.
 - C. Turn section headings into questions.
 1. This will arouse your curiosity and stimulate learning.
 2. This will bring to conscious thinking information already known which will facilitate your understanding of the particular section.
 3. The questions will make important points stand out from explanatory detail.
 4. Read for the answer to the question.
 - D. Attempt to predict quiz questions.
- VI. Reading the assignment—make it an active rather than passive process.
 - A. Read to answer questions.
 - B. Look for cues as to what is important in the assignment.
 1. Boldface headings of sections.
 2. Topic or summary sentences—usually in the beginning or at the end of a paragraph. Underline them.
 3. Cue phrases and typographical cues.
 - a. "Three kinds of," "four causes," etc.
 - b. Sentences or phrases set off by numbering or lettering, such as (1), (2), or (a), (b), and (c).
 - c. Charts, pictures, diagrams.
 4. Classroom cues—lectures—text orientation.
 5. Cues from examinations.
- VII. Practice Self-recitation.
 - A. After reading a meaningful unit look away from the assignment and try briefly to recite the answer to questions which were formulated before reading.
 1. Use your own words.
 2. If you can do this, you know what is in that section.
 - B. This process forces the student to organize his/her thinking in terms of main ideas and increases concentration.
 - C. The best form of self-recitation is writing summary statements.
- VIII. Practice the steps of surveying, questioning, reading with intent to remember, and self-recitation with each meaningful section of the assignment.

STUDY CONDITIONS

I. Provide an external environment with optimum study conditions.

A. Minimize noise and distractions.

1. Factors that are personally meaningful have greatest distraction power.
 - (a) This includes pictures, music, souvenirs, conversations, certain types of radio programs, etc.
 - (b) Arrange your room so when sitting at your study table you can't see pictures, souvenirs, blotters with sports schedules on them, etc.
 - (c) Face your study table to the wall and not looking out into the room or out of the window.
 - (d) Reduce the competition that your study assignment has for your attention.
2. In adapting to distraction, it is better to disregard rather than to react to any disturbances.
 - (a) When people fret over annoyances when studying, their own anxiety is a greater source of distraction than the actual disturbances.
3. Students can become so well-adapted to a noisy environment that it will not hinder their study efficiency.
 - (a) However, the noisy environment will require you to exert more energy in order to concentrate.
 - (b) If noise has little meaningful or associative value, it will impair efficiency only a little.

B. Proper lighting conditions.

1. Absence of glare—even distribution of brightness. Be sure that the light is uniformly distributed over the entire reading surface.
2. Do not let light shine directly into eyes.
3. If table is highly polished and causes a glare, cover it with a blotter.

C. Try to develop the habit of studying the same subject in the same place at the same time every weekday.

1. When the situation is always and only associated with studying, a student may be stimulated to concentrate on his/her studies whenever s/he is in that situation.
2. The surroundings will serve as a stimulus to study.

D. Collect all study materials in advance of starting to study.

E. Develop good ventilation conditions.

1. Insufficient circulation of air is more serious than a lack of fresh air.
2. It is better to have a room a little too cool than too warm.

F. Assume a posture which will remind you of work—not a posture suggesting relaxation. Relaxing in an easy chair is not conducive to concentration.

II. Health Factors.

A. Attempt to get at least 8 hours of sleep a night.

B. Allow yourself regular periods for relaxation and social activities.

C. Weight and nutrition.

1. Extreme underweight or overweight or rapid loss of weight should receive attention.
2. Include basic food requirements in your daily diet.
3. Avoid hurry and anxiety at mealtime.
4. Exercise or develop other forms of recreation to give you relaxation from study.

D. Use the services offered by the university.

1. If you have any physical condition that bothers you and interferes with study, go to the Student Health Service.
2. If you have worries, conflicts, or personal problems bothering you, make an appointment at the University Counseling Service to discuss it with a counselor.

SESSION XII: Taking Exams

DESIRED OUTCOMES: Students will learn techniques of preparing for and taking exams, and will learn the importance of reading each question thoroughly before answering.

OBJECTIVES:

After completing this unit students will know:

1. How to prepare for an exam
2. How to review for an exam
3. How to approach an exam
4. How to analyze an exam
5. How to take objective tests and how to take essay tests.

ACTIVITIES:

1. Discuss Ch. 8 in Guide to Effective Study.
2. Using overhead, discuss "Some General Remarks about Exams"
3. Distribute and discuss "Studying for Tests and Exams" handout
4. Distribute and discuss "Preparing for and Taking Examinations" handout
5. Distribute and discuss "Important Words in Essay Questions" handout
6. Complete "Class Activity: The Test of Tests"

MATERIALS: Overhead of "Some General Remarks about Exams"
"Studying for Tests and Exams" handout
"Preparing for and Taking Examinations" handout
"Important Words in Essay Questions" handout
"Class Activity: The Test of Tests"
Key for "Class Activity: The Test of Tests"

ASSIGNMENTS:

1. Read packet pp. 28-30
2. Complete packet pp. 31-33 for journal

SOME GENERAL REMARKS ABOUT EXAMS

BEFORE THE EXAM:

1. Find out what the exam will cover. This will give you a "set" for reviewing.

No exam covers everything taught in a course.

2. Find out what kind of an exam it will be: objective, essay, or a combination of both.

If it's an essay exam, find out whether there will be several short questions of this type, or whether there will be one or more long ones, or both.

Objective exams require a specific type of response from you; essay exams require something just as specific, but different. There are successful techniques for preparing for and taking each kind. (See our handouts on "Essay Exams" and "Objective Exams".)

3. Reviewing is a big stumbling block, largely because the task looks so large that the human tendency is to postpone it. This leads to the all-night cram session which sends you into the exam with a blurred mind filled with a jumble of facts and no sense of proportion. (There is, however, such a thing as sensible cramming: see below.)

Start reviewing methodically and fairly early. . Make human nature work for you.

(a) On reviewing methodically:

Separate review time from work on daily assignments.

Review in short chunks every day - at the most, two hours at a time. (If you work more than that, brain-fag sets in and you're wasting time. If you must work more than that, give yourself a deliberate, unexciting break of ten to fifteen minutes, before you start again. If you're interested in why this is good advice, read pages 31-36 in How to Study and Take Exams by Lincoln Pettit.)

Divide the review material in each course into logical sections and concentrate on one at a time. Terminology is a good place to start, if you're weak on it.

Relieve your mind by reviewing your worst subject first. A lot of what is called review is really learning something for the first time, and naturally this will take the most effort.

Re-review your toughest subject just before the exam - the day before, or even the night before. This is a sensible form of cramming, because it is really review.

(b) On reviewing early:

There is such a thing as reviewing too early, if you have not been thoroughly on top of the material since the course began. Assuming you are average, and there's plenty you

(b) On reviewing early, cont'd:

don't remember, the best time to start is probably about two weeks before a major exam if you're fairly weak in the subject, or a week before it, if you're moderately sure of yourself.

4. Make sure you know certain elementary additional facts about the exam, such as where it is, when it is, and what you are expected and allowed to bring with you. Then get there early, with the appropriate materials.

FOR MORE DETAIL ON EFFICIENT TECHNIQUES OF REVIEWING, see our handout, "Effective Skill in Reviewing"

DURING THE EXAM:

1. Before you start writing:

- (a) Glance over the whole exam. This does two things for you:

It gives you a "set" on the exam: what it covers, where the emphasis lies, what the main ideas seem to be. Many exams are composed of a series of short questions all related to one particular aspect of the subject, and then a longer one developing some ideas from another area.

It relaxes you, because if you read carefully all the way through it, you are bound to find something you feel competent to answer.

- (b) OBSERVE THE POINT VALUE OF THE QUESTIONS and then figure out a rough time allowance. If the total point value for the test is 100, then a 50-point question is worth about half of your time, regardless of how many questions there are. A quick rule of thumb for a one-hour test is to divide the point values in half.

- (c) UNDERLINE ALL SIGNIFICANT WORDS IN THE DIRECTIONS.

Many a hapless student has penalized himself because he did not see the word "or", in "Answer 1, 2, or 3." You do not get extra credit for answering three questions in that case.

"Enumerate" does not mean "discuss." (See the accompanying RSSL handout on "Common Key-Words Used in Essay Questions.")

If you do not clearly understand the directions, ask the proctor.

2. When you begin to work:

- (a) Tackle the questions in the order that appeals to you most. There is nothing sacred about the order in which the questions are asked. Doing well on a question that you feel relatively sure of will be reassuring and will free your mind of tension. The act of writing often unlocks the temporarily blocked mental processes; when you finish that question you will probably find the others less formidable. On the other hand, you may be the type of person who wants to get the big one off his mind first, and save the easy ones "for dessert." If you are writing in an exam book, be sure to identify the questions clearly.

- (b) Keep the point value and time allowance in mind.

This may save you from a very common and panic-producing mistake - such as taking twenty minutes of an hour test to answer a five-point question, and then finding you have five minutes left in which to answer a twenty-point question. It is impossible to score more than five points on a five point question!

DURING THE EXAM: (Cont'd)

- (c) Work methodically, forcing yourself, if necessary, to do so. If you tend to rush at things, slow down. If you tend to dawdle, pace yourself.

3. When you are finished:

Check over your entire paper, for two purposes:

- to see if you have left out any questions you meant to tackle later, and to see if you have followed directions.
- to catch careless errors. Note: don't take time to copy answers, unless you're sure they're really illegible. You are not graded on neatness, but on accuracy.

AFTER THE EXAM:

An excellent way to learn how to take exams is to analyze what you've done on one. When you get your paper back, go over it, noting not only what you did wrong, but why. An hour or two spent in this way may be extremely valuable. See if you detect any point-eating tendencies, such as getting the main idea and then rushing sloppily through the proofs, or simply not following directions, or bogging down on relatively unimportant items, or misreading questions entirely. The next time you face an exam, consciously watch yourself for the weaknesses.

Also note what you did right! This may save you hours of worry, the next time around. That question on the English test, that haunted you for the next several days, may prove to be the one you did best on. Why did it get such a good reception? Often, such analysis proves genuinely reassuring.

STUDYING FOR TESTS AND EXAMS

Even though by this time you have studied for many tests, there might be a few hints which might help you in getting more out of the time that you spend studying. The following guidelines, if followed, could make test taking much easier for you.

1. Try to find out what kind of test you are studying for. The way in which you study often has to do with what type of test is being given. Most professors will let you know if the test is objective or essay.
2. If you are studying for an essay test, after you have gone over all of your material, try to make up some sample test questions for yourself. If you are in education, this will be an excellent opportunity for you to get some practice making out test questions. Making questions forces you to organize your thoughts so you won't have to use so much of your test time deciding what to write first.
3. If you are studying for an objective test, you will have to study more for memory. Sometimes a good trick with memorizing a list of things is to memorize a sentence, each word being a clue to the word you want to remember. Example - to remember the planets in order -

Mary's Violet Eyes Make Jack Sit Up Nights Plenty.

e	e	a	a	u	a	r	e	l
r	n	r	r	p	t	a	p	u
c	u	t	s	i	u	n	t	t
u	s	h		t	r	u	u	o
r				e	n	s	n	
y				r		e		

4. For any type of test, it will help you to read through all of your material and outline it by chapter as you go along. Try not to wait until the night before the test to study everything. If you study at intervals, you will not only find it easier, you will retain more knowledge.
5. In studying for a test, look back over your class notes. You should have written down everything the professor wrote on the board. If he took the time to write it, it usually is important enough to remember. Outline your notes as you have the chapters you have read.
6. Make out study cards that you can carry with you so you can take the cards out whenever you have a few minutes where you have to wait for someone. This can be especially helpful if you are studying a foreign language.
7. Have a friend ask you sample questions you have made out. It will get you to actually say the answer and will implant it in your memory better.
8. Take study breaks. Don't try to study all night. Set a goal for yourself such as two hours on history. After you have met your goal, treat yourself to a pop with a friend or something else you would like to do.

9. Try not to relate individual instances to your studies especially when taking a test. Many times things that you observe might not always be true.
10. Early morning hours are usually good study hours. You will have to find the time when you function best studying since this is an individual thing. Don't put off your studying though until the last thing because often times you will be too tired and will not accomplish much.

STUDY ATMOSPHERE

1. Try to study in a quiet atmosphere. Studies have indicated that students studying without the distraction of a T.V. or a stereo score consistently higher on exams.
2. Study in a well-lighted place.
3. Allow yourself plenty of time to sleep. You cannot do your best on a test or studying if you are not fully alert.
4. Choose a comfortable chair in which to study.
5. Study in a room that is well ventilated. If it is too warm, you will be more prone to drowsiness.
6. Most students can study better alone although this is a consideration which the individual must decide for him/herself according to the circumstances.

PREPARING FOR AND TAKING EXAMINATIONS

- I. This discussion is predicated on the utilization of other study habit ideas discussed in these sessions.
 - A. Efficient time planning.
 - B. Useful lecture notes
 - C. Studying an assignment efficiently, etc.
- II. Preparation for an examination begins with the first week of the semester. If you work and study efficiently each day of the college year, you are, in effect, preparing for examination.
- III. Reducing fear or nervousness one may experience before or during writing an examination.
 - A. The best cure for nervousness during an examination is efficient preparation. Secondly, there is a knack for taking an examination. There is no better suggestion for overcoming pre-examination "jitters" than preparation.
 - B. Face the situation realistically. Look upon a test as a competitive game—an opportunity to show what you know.
 - C. Look on an examination as an effort to appraise and guide your progress. Make the whole experience be a learning opportunity for you. Find your weaknesses. Profit through errors. They will teach you what not to do next time.
 - D. Remember that when you react unfavorably to a course, teacher, or a test, you are "cutting your own throat" by increasing your difficulty to learn and retain material.
 - E. At examination time, realize that you have done all that can be done.
- IV. Use every opportunity to prepare.
 - A. Hold regular periodic reviews throughout the semester.
 - B. Construct sample questions.
 - C. Once learning is fairly complete, use fellow students for cross-questioning, recitation, etc.
- V. Find out what kind of examination is to be given, whether essay, objective, or problem type. Ask the instructor to tell you approximately what the examination will cover.
- VI. Begin your concentrated studying for a final examination at least two weeks in advance of the examination. Make out a special time schedule for this period observing the general principles as before.
- VII. Obey laws of health.
- VIII. Make condensed summaries and outlines.
- IX. Suggestions for writing essay examinations.
 - A. Read over all the questions before answering any one of them. Read the questions carefully.
 1. Spend five minutes or more making a very sketchy outline of the answers that are on the tip of your tongue. Organize your answers in advance of writing them.

2. Make a quick allotment of time for each question, so that you will not be caught short for the last question. If the value of the questions is weighted, divide your time accordingly.
 - B. Answer the easiest questions first. After each answer leave enough space for additional thoughts which you may wish to add.
 - C. Be sure you know exactly what is wanted before you begin to write.
 - D. Write short snappy sentences that say something. Avoid extra words. Be brief, concise, and accurate. Think more and write less.
 - E. If you do not know the answer to a question, try to reason it out, but do not waste time giving an erroneous or absurd answer.
 - F. Where possible, begin your answer to each question with one or more summary sentences. Outline where appropriate.
 - G. Make your papers neat and legible.
 - H. Allow several minutes at the end of an examination to proofread your paper for errors, omissions, and spelling.
 - I. Attempt all questions, partial credit is better than none.
- X. Suggestions for taking objective type examinations.
- A. Read the question with great care.
 - B. Ask the instructor if you are to be penalized for wrong answers or whether only the correct answers will be counted. If no penalty, guess. If you are to be penalized, then guess only when you are reasonably certain that you have a chance of guessing correctly. Do not make completely "wild" guesses.
 - C. Answer the easy items first.
 - D. Read the questions carefully.
 - E. If you have time, re-read the examination to double check your answers. Don't change an original response unless some new information has come to your attention which you believe will make your change a correct one.
 - F. Try recalling a forgotten fact by some relationship.
 - G. Watch for key words such as only, always, not, usually, etc.
 - H. Look out for questions which have a major correct statement but an attached clause which is incorrect.
 - I. Decide, if possible, whether the question is a thought or a fact question.
 - J. Often when in doubt it is profitable to answer on the basis of the teacher's systematic approach.
 - K. When unsure of your answer, consider other related facts in the light of each of the possible answers and see if you get a cue for a decision.

Important Words in Essay Questions

Here are some of the words that provide critical instructions for answering essay questions.

1. Compare - Look for similarities and differences between the things mentioned (e.g., Compare the U.S. and Confederate Constitutions.)
2. Contrast - Stress the dissimilarities.
3. Criticize - Make your judgment about the item in question. Stress the deficiencies (e.g., Criticize Paul Valery's views on the poet's language.)
4. Define - Give a concise and accurate definition of what is called for.
5. Describe - Mention the chief characteristics of a situation or retell the essential features of a story (e.g., Describe France on the eve of the revolution, or describe Conrad's Heart of Darkness.)
6. Diagram - Provide a drawing, chart, or plan.
7. Discuss - Be analytical. Give reasons pro and con.
8. Evaluate - Provide both positive and negative sides of the topic (e.g., Evaluate the role of Disraeli in forming the modern Conservative Party.)
9. Explain - Give reasons for what is asked for. Provide the causes (e.g., Explain the reasons for the notion of penetrance in population genetics.)
10. Illustrate - Use examples. Or, where appropriate, provide a diagram or figure.
11. Interpret - Translate, solve, or comment on a subject, usually giving your judgment about it.
12. Justify - Provide the reasons for your conclusions or for the statement made in the question (e.g., Justify Henry Clay's interpretation of the Constitution.)
13. List - Provide an itemized list. The items should be numbered.
14. Outline - Organize your answer into main points and subordinate points. While it is not necessary that your answer be in outline form, it helps to prepare it that way.
15. Prove - Provide factual evidence or, where appropriate, a logical or mathematical proof.
16. Relate - Show the connection between the things mentioned in the question. Note this does not mean to compare, so if you are asked to relate the American and French revolutions, you are not to compare them but to show how one influences the other

(over)

- 17 Review - Provide a summary, usually a critical one. A review usually also implies commenting on important aspects of the question.
- 18 Summarize - Provide a summary, usually without comment or criticism.
- 19 Trace - Describe the progress of some historical event or, when appropriate, describe the causes of some event.

James Deese and Ellin K. Deese, How to Study, (New York: McGraw-Hill Book Company, 1979), p. 62.

CLASS ACTIVITY: THE TEST OF TESTS!!

This test will give you the opportunity to check your objective test taking skills. Read all directions carefully.

Part I: Multiple Choice

Circle the letter preceding the phrase that best completes each statement.

1. You are given a special pencil to mark your answers on a standardized test. The pencil breaks during the test. You should
 - A. sit quietly and wait for the examiner to notice that you aren't working.
 - B. use the pencil you had in your pocket and attach a note to your answer sheet explaining what happened.
 - C. raise your hand and ask for another special pencil.
 - D. borrow a pen from the person next to you.
2. Your teacher hands out a test, reads the directions aloud, then asks if there are any questions. You should
 - A. generally ask questions about anything you don't understand.
 - B. tell your friend to ask the question for you.
 - C. avoid asking questions so you don't sound stupid.
 - D. complete the test, then attach a note explaining that you didn't understand the directions.
3. It's your first run through of the test and you've come across a question that you can't answer. You should
 - A. mark all four choices.
 - B. make a light question mark next to the item and come back to it.
 - C. leave it blank and try to forget about it.
 - D. choose one of the answers by closing your eyes and pointing to one.
4. Halfway through an objective test you realize you've been putting the answers in the wrong places. You should
 - A. always raise your hand and ask the instructor what to do.
 - B. go back, erase if possible, and put the answers where they should be.
 - C. attach a note of apology to the instructor.
 - D. throw away your test and accept a zero.
5. You don't think any of the choices for a question is right. You should not
 - A. reword the question in your head and try out each answer with it.
 - B. choose one possible answer and bring the question to the instructor's attention after class.
 - C. draw a line through the question and forget it.
 - D. try to choose the best answer.
6. You are wondering whether or not you should guess at an answer. You should
 - A. always guess.
 - B. guess if your wrong answers will be counted against you.
 - C. guess if you will be scored for the number of right answers only.
 - D. never guess under any circumstances.

Part II: True or False

Read and study the following article. Then read each of the statements below it. Circle T if the statement is true and F if the statement is false.

All you would be Punk-Rockers take note! The "Slam," a punk rock type dance, has caused another injury. Char Scherer of 3893 E. Thurstin and a sophomore at Bowling Green State University, was "slammed" into during the dance and fell to the floor. She fractured her right knee, broke two ribs, and bruised her confidence. Nancy Wygant, owner of the punk bar, The Safety Pin, personally escorted Ms. Scherer to Wood County Hospital where her injuries were immediately treated. Ms. Scherer was held overnight for observation and then released the following morning. Doctors connected with the hospital report that they've seen an increasing number of slam-related injuries over the past year. The dance involves slamming one's body into the bodies of other people on the dance floor. Furthermore, it appears that flickering lights, slick floors, dark sunglasses, and intoxication are all factors in the potential for injury as well as fun. According to experts, the Slam can lead to accidents that are fatal due to head injuries.

- T F 1. Injuries due to slam dancing have increased over the past year although doctors haven't got a clue as to why.
- T F 2. Dark sunglasses can be dangerous on the dance floor.
- T F 3. Ms. Scherer fractured her right knee and bruised her ribs.
- T F 4. Ms. Scherer is a sophomore at BGSU and lives at 3839 E. Summit.
- T F 5. Ms. Scherer waited a long time to be treated.
- T F 6. Slick floors and flickering lights are probably two contributing factors to slam-related injuries.
- T F 7. The Safety Pin is not a punk rock bar.

Key for "Class Activity: The Test of Tests"

Pg. 1 #1 - C

2 - A

3 - B

4 - B

5 - C

6 - C

Pg. 2 #1 - F

2 - T

3 - F

4 - F

5 - F

6 - T

7 - F

ASSERTIVENESS. . .

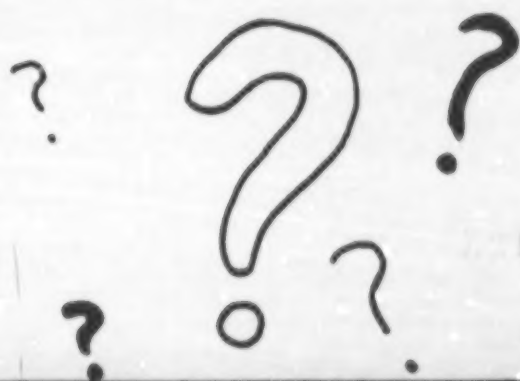


ALCOHOL. . .



RELATIONSHIPS. . .

PROBLEM-SOLVING. . .



SESSIONS XIII and XIV: Issues Facing College Students

DESIRED OUTCOMES: At each of these sessions, students will gain awareness of two of the major issues they are likely to face during their college years, and some ways of dealing with them.

PROCEDURES:

1. Instructors should try to ascertain which of the problems and issues are most relevant to the students in each section of the course so that they can concentrate on that issue for most of the session.
2. The accompanying materials on "Relationships," "Assertiveness," "Problem-Solving," and "Alcohol Use and Abuse" may be used in order to implement these sessions as effectively as possible to meet students' perceived needs.

MATERIALS:

- "Relationships" — see pp. 114 - 115
- "Assertiveness" — see pp. 116 - 133
- "Problem-solving" — see pp. 134 - 136
- "Alcohol Use and Abuse" — see pp. 137 - 142

ASSIGNMENTS:

Journals to be collected session XV so that they can be returned session XVI.

ISSUE 1: RELATIONSHIPS

Part 1 Laying the Groundwork

To begin examining and exploring the meanings of relationships, types of relationships, and feelings associated with relationships.

- A. Group Question - Have students write down brief responses to question 1. Have them then discuss their responses. Then do the same with question 2 and 3 (give examples of different kinds).

1. When you think about a "relationship" what comes to mind?
2. What kinds of feelings are attached to the notion of relationships? (Sadness, joy, loneliness, fear etc.)
3. Whether or not you are involved in a relationship, do you want to be involved in a relationship? - and if so, what kind?

Traditional-Male/Female

Friendship - M/M, M/F, F/F

Sexual

Open

Provide Brief
Descriptions

Part 2 Issues in Relationships

To give students a chance to discuss issues and concerns in continuing relationships; to gain an understanding of their concerns; their partner's concerns; to gain an understanding of the feelings and behavior of themselves, the opposite sex, and others of the same sex involved in continuing relationships; to realize that they are not alone in their concerns; and to perhaps gain some awareness of possible solutions.

- A. Hand out sheet listing examples of issues in relationships
- B. Have students write down what they feel are issues or concerns in relationships (these may differ for those on the list). Turn in to instructor (anonymous). Write down concerns on the board.
- C. Break into small groups (4-6 students plus an instructor) and decide which of the concerns they believe to be the most crucial concerns.
- D. Get back into larger groups and discuss major concerns.
- E. Have each person write out one or more questions about relationships that he/she would like to have answered by a member of the opposite sex.

Use fishbowl of same sex to answer all questions from opposite sex while opposite sex observes and then reverse the process.

Follow this with general discussion of what happened in the fishbowls.

Part 3. Ending Relationships

To examine reasons for ending relationships, difficulties and concerns associated with ending relationships, and ways of ending relationships.

- A. Group Questions - Have students write down brief responses to question 1. Have them then discuss their responses. Then do the same with questions 2 - 5.
 - 1. Why end a relationship?
 - 2. Is it alright to end a relationship?
 - 3. Can ending a relationship be positive?
 - 4. How do I feel when I end a relationship?
 - 5. How does it feel when someone else ends a relationship in which I've been involved?
- B. Model ways to end relationships - using members of class to role play what they consider to be crazy ways and helpful ways.
- C. Discussion Groups around this issue.

Could use fishbowl technique here again with like sex individuals discussing this issue while opposite sex listens. Reverse the groups.

ISSUES IN RELATIONSHIPS

- 1. Long Distance Relationships
- 2. Sex
- 3. Jealousy
- 4. Money
- 5. Values
- 6. Demands from partner
- 7. Lifestyles
- 8. Commitment
- 9. Personal freedom
- 10. Moving too quickly
- 11. Dating around
- 12. Saying "No" in a relationship

ISSUE 2: ASSERTIVENESS

1. Begin the session by administering the Assertiveness Inventory, scoring it, and eliciting reactions from the students. (10-15 Min.)
2. Lecturette on Assertiveness (30 Min.)
 - a. Contrast assertive behavior with (nonassertive) passive and aggressive behavior. (See Chapter 1 in Alberti and Emmons, Your Perfect Right: A Guide to Assertive Behavior. San Luis Obispo, California: Impact 1974. And attached materials for this session.)
 - b. Types of assertive behavior (Verbal, Reactive, Non-Verbal).
 - c. Consequences of assertive behavior (Positive, Negative).
3. Brainstorm situations with the class in which assertive behavior might be helpful to them as students. (Include roommate problem, talking to professors, and people in university offices such as Bursar, Parking etc.). Brainstorm situations with the class in which assertive behavior may not have a positive effect. (10 Min.)
4. Break the class into small groups and have each group choose a situation from the first list generated in step 3 and give the groups time to develop a 2 min. skit in which assertiveness is demonstrated. (10-15 Min.)
5. As time permits have a few groups perform the skit and discuss reactions of the whole group. Use the rating sheet for observers of assertiveness Role-Plays if desired.

ASSERTIVENESS INVENTORY

The following questions will be helpful in assessing your assertiveness. Be honest in your responses. All you have to do is draw a circle around the number that describes you best. For some questions the assertive end of the scale is at 0, for others at 4. Key: 0 means no or never; 1 means somewhat or sometimes; 2 means average; 3 means usually or a good deal; 4 means practically always or entirely.

1. When a person is highly unfair, do you call it to his attention? 0 1 2 3 4
2. Do you find it difficult to make decisions? 0 1 2 3 4
3. Are you openly critical of others' ideas, opinions, behavior? 0 1 2 3 4
4. Do you speak out in protest when someone takes your place in line? 0 1 2 3 4
5. Do you often avoid people or situations for fear of embarrassment? 0 1 2 3 4
6. Do you usually have confidence in your own judgement? . . . 0 1 2 3 4
7. Do you insist that your spouse or roommate take on a fair share of household chores? 0 1 2 3 4
8. Are you prone to "fly off the handle? 0 1 2 3 4
9. When a salesman makes an effort, do you find it hard to say "No" even though the merchandise is not really what you want? 0 1 2 3 4
10. When a latecomer is waited on before you are, do you call attention to the situation? 0 1 2 3 4
11. Are you reluctant to speak up in a discussion or debate? . . 0 1 2 3 4
12. If a person has borrowed money (or a book, garment, thing of value) and is overdue in returning it, do you mention it? . 0 1 2 3 4
13. Do you continue to pursue an argument after the other person has had enough? 0 1 2 3 4
14. Do you generally express what you feel? 0 1 2 3 4
15. Are you disturbed if someone watches you at work? 0 1 2 3 4
16. If someone keeps kicking or bumping your chair in a movie or a lecture, do you ask the person to stop? 0 1 2 3 4
17. Do you find it difficult to keep eye contact when talking to another person? 0 1 2 3 4
18. In a good restaurant, when your meal is improperly prepared or served, do you ask the waiter/waitress to correct the situation? 0 1 2 3 4
19. When you discover merchandise is faulty, do you return it for an adjustment? 0 1 2 3 4
20. Do you show your anger by name-calling or obscenities? . . . 0 1 2 3 4
21. Do you try to be a wallflower or a piece of the furniture in social situations? 0 1 2 3 4

(con't)

22. Do you insist that your landlord (mechanic, repairman, etc.) make repairs, adjustments or replacements which are his responsibility? 0 1 2 3 4
23. Do you often step in and make decisions for others? 0 1 2 3 4
24. Are you able openly to express love and affection? 0 1 2 3 4
25. Are you able to ask your friends for small favors or help? 0 1 2 3 4
26. Do you think you always have the right answer? 0 1 2 3 4
27. When you differ with a person you respect, are you able to speak up for your own viewpoint? 0 1 2 3 4
28. Are you able to refuse unreasonable requests made by friends? 0 1 2 3 4
29. Do you have difficulty complimenting or praising others? 0 1 2 3 4
30. If you are disturbed by someone smoking near you, can you say so? 0 1 2 3 4
31. Do you shout or use bullying tactics to get others to do as you wish? 0 1 2 3 4
32. Do you finish other people's sentences for them? 0 1 2 3 4
33. Do you get into physical fights with others, especially with strangers? 0 1 2 3 4
34. At family meals, do you control the conversation? 0 1 2 3 4
35. When you meet a stranger, are you the first to introduce yourself and begin a conversation? 0 1 2 3 4

SCORING OF QUESTIONNAIRE

Question #	Assertive	Your Score	Question #	Nonassertive	Your Score
1.			2.		
3.			5.		
4.			9.		
6.			11.		
7.			15.		
10.			17.		
12.			21.		
14.			29.		
16.					
18.				TOTAL =	
19.					
22.				Aggressive	
24.					
25.			8.		
27.			13.		
28.			20.		
30.			23.		
35.			26.		
			31.		
			32.		
			33.		
			34.		
				TOTAL =	

From Alberti, R.E., & Emmons, M.L. Your Perfect Right (2nd ed.).

TYPES OF ASSERTIVE BEHAVIOR

VERBAL

- Active:
1. greeting others
 2. initiating a conversation, an activity with others, a date, etc.
 3. asking for something, i.e., information
 4. checking out assumptions
 5. volunteering a comment, question or answer in class
 6. changing the topic of conversation
 7. complimenting others
 8. deliberately using the word 'I'
 9. expressing one's feelings, thoughts and ideas directly and honestly

- Reactive:
1. disagreeing with others
 2. saying 'no' refusing unreasonable requests & demands
 3. defending oneself, i.e., asking someone not to tease you
 4. agreeing with compliments
 5. not apologizing or justifying your feelings or opinions
 6. speaking up when you feel your rights are being violated, i.e., returning faulty merchandise
 7. expressing feelings and opinions directly and honestly

NON-VERBAL

1. eye contact
2. firm, strong voice
3. fluency of speech
4. appropriate facial expression, i.e., don't smile when you're angry
5. relaxed body expression
6. being an appropriate distance from the other person

ASSERTION EFFECTS AND OUTCOMES

According to the assertive philosophy, the individual's right to choose is respected. The important goal of this unit is that the individual obtain the skills necessary to act assertively if she/he decides that is her/his choice.

In order to make responsible choices, an individual gathers as much data as possible, knowing that once a choice is made, one must live with the results. It is the purpose of this handout to inform the reader of possible effects and outcomes assertive behavior can have on the individual and upon those whose lives are involved with her/him. Only then can an informed decision be reached.

Changing one's behavior pattern may necessitate a change in the lives of that person's "ecosystem." If possible it is helpful to have spouses and/or significant others informed and actively involved as changes occur.

POSSIBLE OUTCOMES OF ASSERTIVE BEHAVIOR:

A. Positive Outcomes

1. Anxiety reducing
2. Increases self-reliance and self-confidence
3. Less likely to result in psycho-physiological disturbances (i.e., ulcers, tension headaches, etc.)
4. Allows for honest expression of ideas and feelings
5. Lessens anger and guilt
6. Leads to more authentic relationships
7. Improves conversation skills (i.e. starting, holding and ending a conversation)
8. Insures more effective impact on one's environment
9. Increases respect from self
10. Increases respect from others
11. Improves efficiency
12. Leads to successful conflict resolution
13. Enables one to refuse unreasonable requests
14. Both passive and aggressive individuals will respond to assertive behavior by becoming more assertive themselves

B. Negative Outcomes

1. Must take responsibility for own behavior (can't blame others anymore)
2. Involves risking new behaviors (may be uncomfortable)
3. Takes time, energy, and hard work
4. Does not guarantee you will get what you ask for - even though you asked
5. May result in frustration and impatience with passive and/or aggressive behavior
6. May result in adverse reactions from others (i.e., backbiting, name-calling, temper tantrums, revenge, physical reactions)
7. Relationships may not tolerate changes

A COMPARISON OF NON-ASSERTIVE, ASSERTIVE, AND AGGRESSIVE BEHAVIOR*

	Non-Assertive Behavior	Assertive Behavior	Aggressive Behavior
Characteristics of the behavior:	Emotionally dishonest, indirect, self-denying, inhibited	(Appropriately) emotionally honest, direct, self-enhancing, expressive	An attack on another person, (Inappropriately) emotionally honest, direct, self-enhancing at expense of another, expressive
Your feelings when you engage in this behavior:	Hurt, anxious at the time & possibly angry later	Confident, self- respecting at the time & later	Righteous, superior, depreciatory at the time & possibly guilty later
The other person's feelings about herself when you engage in this behavior:	Guilt or superior	Valued, respected	Hurt, humiliated
The other person's feelings about you when you engage in this behavior:	Irritated, pity, disgusted	Generally respect	Angry, vengeful

*From Jakubowski-Spector, "Facilitating the Growth of Women Through Assertive Training, "The Counseling Psychologist". Vol. 4, No. 1, 1973.

**SELECTED TYPICAL
CHARACTERISTICS****DORIS DOORMAT****AGATHA AGGRESSIVE****IRIS INDIRECT****APRIL ASSERTIVE**

Point of view	I'm not OK	You're not OK	You're not OK, but I'll let you think you are	I'm OK and you're OK
Dominant role	inhibited underdog	underdog in bear suit	mad dog in lamb's suit	top-dog
Sample games	"If it weren't for you," "Kick me" and "Why does it always happen to me?"	"How I've got you!"	"I'm smiling while stabbing you in the back"	"Let's play tennis"
Self-sufficiency	low	high or low	looks high but is usually low	usually high
Decision-making	others choose for her	chooses for others and they know it	chooses for others and they don't know it	chooses for herself
Significant other	Agatha, Iris, or April	Doris	Agatha, April and/or Doris	herself
Feedback she gets from others	guilt, anger, frustration disrespect	hurt, defensive, humiliated	confusion, frustration, feels manipulated	you respect me and I respect you
Social pattern	puts herself down	puts herself up by putting others down	appears to put others up while putting them down	puts herself up
Defensive pattern	flees or gives in	outright attack	concealed attack	evaluates and acts
Action Pattern	under-reacts	over-reacts	acts indirectly	acts directly
Success pattern	lucks out	beats out others	wins by manipulating others	wins honestly
Potential for	suicide, alcoholism, drug abuse, other withdrawals	committing crimes, homicide	being murdered, provoking retaliation	peaceful, active life

Taken from the book The Assertive Woman by Stanley Phelps and Nancy Austin

RATING SHEET FOR OBSERVERS OF ASSERTIVENESS ROLE-PLAYS

1. Did the person establish good eye contact?

<u>1</u>	<u>5</u>
Looked away, down at the floor	Looked directly at other person

2. What was the general body posture?

<u>1</u>	<u>5</u>
Leaning away, slumped	Leaning forward, erect

3. Were hand gestures used?

<u>1</u>	<u>5</u>
Nervous tense movements	Emphatic, strong gestures

4. What were the facial expressions?

<u>1</u>	<u>5</u>
Smiling, laughing	Calm, serious expression

5. How did the person's voice sound?

<u>1</u>	<u>5</u>
Whispered, monotone	Strong, clear tone

6. When did the person respond with his/her statements?

<u>1</u>	<u>5</u>
Hesitated, long pauses, use of "uh"	Immediate, con- cise, response

7. What was the content of the person's statement?

<u>1</u>	<u>5</u>
Apologies, use of questions	Appropriate ex- pression of feel- ings and decision

BOOKS ON ASSERTIVENESS

Alberti, Robert E., and Emmons, Michael L.,

--Your Perfect Right: A Guide to Assertive Behavior. San Luis Obispo, California: Impact, 1974.

--Stand Up, Speak Out, Talk Back! The Key to Self-Assertive Behavior. New York: Pocket Books, 1975.

--Assertive Training, The Counseling Psychologist, Vol. 5, No. 4, 1975. (Entire Issue).

Fensterheim, Herbert and Baer, Jean,

--Don't Say Yes When You Want to Say No. New York: David McKay Company, Inc., 1975.

Jakubowski-Spector,

--Facilitating the Growth of Women Through Assertive Training, The Counseling Psychologist, Vol. 4, No. 1, 1973.

Phelps, Stanley and Austin, Nancy,

--The Assertive Woman. San Luis Obispo, California: Impact 1975.

Smith, Manual J.,

--When I Say No, I Feel Guilty. New York: The Dial Press, 1975.

speaking out B.G. News April 12, 1979

don't be timid, question administration about gripes

Three years ago I entered this University without any focus on my rights as a student, let alone the obligations the school offered me as an individual.

It is so easy to become just another number at an institution the size of the University, and almost all students can attest to the ramifications of that predicament.

Students are far too often brushed off when they experience problems requiring solutions by members of the institution.

OR PERHAPS THEY are redirected into the infamous maze of red tape that is prevalent in the majority of business operations in today's society.

In both instances, problems and questions are forced to simmer while



Pat
Hyland

the institutional process takes effect. As a result, students often get frustrated, angry and disillusioned at the competency and concern of the institution that is demanding about \$3,500 annually for the operation of their educational process.

What most students fail to realize is that this University, like all long-winded, red-taped, complex institutions, is comprised of people, and

those people have no more right to the University than do we as students.

During the past two years, I have come to know many of the persons who comprise the University administration. Like most students, I was apprehensive about taking up the valuable time of a busy, prestigious official with my miniscule problems.

AS A RULE, however, I have been pleasantly surprised at the time, concern and effort shown to me by most of these persons. No matter how big their office is, how expensive their suits are, or how long it has taken to get an appointment for the meeting, the persons that comprise the staff are real people, no better and no worse than me, my roommates or anyone else that walks the halls of this University.

Not only are the majority of administrators willing to talk to students, they all are obligated to do so. Students should never feel intimidated by any person or office at the University, because it is through money paid by students to attend Bowling Green that the officials have the jobs they now hold.

Students should take the initiative to do more than just read about the decisions made in the upper echelons of the University. We are obligated to ask why, as well as to understand how these decisions will influence us since we dump millions of dollars into the existence of the University. As investors, we have a right to demand a complete understanding.

IF YOU FEEL you have a legitimate gripe, haven't gotten a satisfactory

response to an issue, or just don't understand a decision, get involved. Talk to Dick Edwards, the vice president, Cary Brewer, the registrar, John Martin, the head of admissions, James Hof, the head of public services, Michael Ferrari, the provost, James Lessig the athletic director, and even Hollis Moore, the president.

In addition to the administrators, students should make certain that other university-related institutions provide students with quality programs and operations.

FOR EXAMPLE, if a student feels he or she has been dealt with unfairly or improperly at the Rec Center, Health Center, BG News or WFAL, he or she should make it known that dissatisfaction exists. Demand to be heard, regardless of how trivial your

complaint may seem. Too often an establishment is lulled into a false satisfaction of their services. This is often due to a lack of communication between disgruntled students and the people responsible for providing a satisfactory product.

Other campus organizations which thrive on student support include the Union Activities Organization (UAO), Student Government Association (SGA) and the intramural sports program. It is student involvement that keeps these organizations alive, and the organizations are dedicated to serving you, the student.

Organizations are comprised of people. Get to know them.

Pat Hyland is the editor of the News.

speaking out 26 News Jan. 1979

getting involved can help solve your problems

Is life at the University getting you down? Are policies being made in your college or department that upset you?

Students at the University have two choices when the "wheels of the bureaucracy" start turning against them. They can either take an attitude of "What can I do?" or they can battle the move from both inside and outside the bureaucracy.

For example, there are student representatives on the powerful Academic Council, which sets much of the policy for the University in areas such as the establishment of new colleges and programs as well as voting on the academic calendar year.

FRANK AVENI is the Student Government Association representative to the Board of Trustees. The Board of Trustees handles major policy and procedure decisions and has the final say on whether student fees are raised.

Faculty Senate also has student representatives on it, according to chairman David C. Roller. Faculty Senate voted last year on comprehensive final examinations.

In an upcoming issue, the Advisory Committee on General Fee Allocations (ACGFA) will be awarding portions of the general fee to campus organizations. There are seven undergraduate students and two graduate

Roger Lowe



students on this committee.

BOBBY G. ARROWSMITH, chairman of the committee and assistant vice-provost for student activities, said students were encouraged to contact their representatives, (who will be listed next week in the News) or to attend meetings themselves. Persons in the gallery at the ACGFA hearings will be allowed to make statements and ask questions.

What better way is there to decide how the \$87 general fee you pay each quarter is doled out than to attend the ACGFA hearings?

Did all of you on-campus students like being able to move into your dorms at 1:30 p.m. Jan. 7 when classes started at 2 p.m.? Why not voice your complaints to your dorm council, Residence Life Association, Intrafraternity Council or Panhel?

ALL OF THESE groups have interests in residence life concerns and can be approached with complaints.

Are you upset with Parking Services? There is a Parking Services advisory committee with undergraduate representatives on it. It is their responsibility to voice the students' viewpoint on parking issues. But to voice this viewpoint, the representatives to this and other advisory committees must be informed of student concerns.

Contact the SGA office about who is on these committees. As a hint, I'm one of the representatives on the Parking Services Board.

If your particular college or department has established a new policy that you do not agree with, or if you want additional information, each college at the University has advisory councils that students can sit on.

STUDENTS LOOKING for information about these committees should contact their particular college or department office. If there is no committee that covers your concern, why not see if you can start one?

If, after going to these student groups or the student representatives on other councils, you are not satisfied with the answers you have received (or not received), contact some administrators.

Now, it's true that if you storm into President Hollis A. Moore Jr.'s office and demand to see him immediately, there is a good chance that he won't see

(next page)

speaking out getting involved (con't)

you right that minute, or that he might refer you to the proper administrator.

DESPITE POPULAR opinion, Moore doesn't know everything about everything at the University, and will not be very concerned if a student asks him for help in getting into a closed course. But then, again, there will be occasions where he may be the very person you want to talk to.

Other administrators have indicated that they have an open-door policy to students. Why not take them up on this offer?

Finally, don't forget the News if you

have a complaint. We can't be aware of every student's problem at the University. If you have something that you feel the News and rest of the

I guarantee that we'll listen to your complaint. And, if we think it warrants a story, we'll check it out.

ANOTHER WAY OF getting con-

"Students.... can either take an attitude of 'What can I do?' or they can battle the move from both inside and outside the bureaucracy."

University should know about, stop in at our offices at 106 University Hall or give me a call at 372-2003.

cerns known is to write a letter to the editor or a guest column. The News welcomes reader response to editorial comment as well as opinions on topics of student interest. The News does reserve the right to reject letters or portions of letters that are deemed to be of bad taste or malicious, but this does not happen often.

If something doesn't go your way at the University, don't go along with it because you don't think one person can battle a bureaucracy. Go through your elected representatives, check with advisory boards and contact administrators and the News.

Don't just sit on your rear end. Get up and do something about something you believe in.

Roger Lowe is managing editor of the News.



TEDDY AND I HAVE A VERY GOOD RELATIONSHIP --- I GET TO DO THE DIRTY WORK AND HE GETS TO RIDE UP THERE AND LOOK GOOD!

BEST COPY AVAILABLE

THE STEP-BY-STEP PROCESS

Your Journey to Assertiveness

Step 1: Observe your own behavior. Are you asserting yourself adequately? Are you satisfied with your effectiveness in interpersonal relationships? Assess how you feel about yourself and your behavior.

Step 2: Keep track of your assertiveness. Make a log or diary for a week. Record each day those situations in which you found yourself responding assertively, those in which you "blew it," and those you avoided altogether so that you would not have to face the need to act assertively. Be honest with yourself, and systematic!

Step 3: Concentrate on a particular situation. Spend a few moments with your eyes closed, imagining how you handle a specific incident (being shortchanged at the supermarket, having a friend "talk your ear off" on the telephone when you had too much to do, letting the boss make you "feel like 2¢" over a small mistake). Imagine vividly the actual details, including your specific feelings at the time and afterward.

Step 4: Review your responses. Write down your behavior in Step 3 in terms of the components of assertiveness (eye contact, body posture, gestures, facial expressions, voice, timing, fluency, message content). Look carefully at the components of your behavior in the recalled incident. Note your strengths. Be aware of those components which represent non-assertive or aggressive behavior.

Step 5: Observe an effective model. At this point, it would be very helpful to watch someone who handles the same situation very well. Watch for the components discussed above, particularly the style-- the words are less important. If the model is a friend, discuss his/her approach, and its consequences.

Step 6: Consider alternative responses. What are other possible ways the incident could be handled? Could you deal with it more to your own advantage? Less offensively? Differentiate between non-assertive, aggressive, and assertive responses.

Step 7: Imagine yourself handling the situation. Close your eyes and visualize yourself dealing effectively with the situation. You may act similarly to the "model" in Step 5, or in a very different way. Be assertive, but be as much your "natural self" as you can. Repeat this step as often as necessary until you can imagine a comfortable style for yourself which succeeds in handling the situation well.

Step 8: Try it out. Having examined your own behavior, considered alternatives, and observed a model of more adaptive action, you are now prepared to begin trying out for yourself new ways of dealing with the problem situation. A repeat of Steps 5, 6, and 7 may be appropriate until you are ready to proceed.

It is important to select an alternative, more effective way of behaving in problem situations. You may wish to follow your model and enact the same approach taken by him or her in Step 5. Such a choice is appropriate, but remember that you are a unique person, and the model's approach may not be one which you feel good about adopting for yourself. In that case, select a more effective alternative behavior and try it out in a role-playing situation with a friend or a teacher, attempting to act in accord with the new response pattern you have selected. As in Step 2, 3, and 4, make careful observation of your own behavior, using available mechanical recording devices whenever possible.

Step 9: Get feedback. This step essentially repeats Step 4 with emphasis on the positive aspects of your behavior. Note particularly the strengths of your performance, and work positively to improve weaker areas.

Step 10: Behavior shaping Steps 7, 8, and 9 should be repeated as often as necessary to "shape" your behavior--by this process of successive approximations of your goal--to a point wherein you feel comfortable dealing in a self-enhancing manner with the previously threatening situation.

Step 11: The real test. You are now ready to test your new response pattern in the actual situation. Up to this point, your preparation has taken place in a relatively secure environment. Nevertheless, careful training and repeated practice have prepared you to react almost automatically to the situation. You should thus be encouraged to proceed with a real-life trial. If you are unwilling to do so, further rehearsals may be needed. (Persons who are chronically anxious and insecure, or who seriously doubt their own self-worth, may need professional therapy. You are strongly urged to seek professional assistance if you believe it is indicated.) Again, remember that doing, honestly spontaneously, is the most important step of all.

Step 12: Further training. You are encouraged to repeat the procedures that you find helpful in the development of the behavior you desire. You may also wish to start a similar practice program for dealing with other specific situations in which you may wish to develop an assertive response.

Step 13: Social reinforcement. As a final step in establishing an independent behavior pattern, it is very important that you understand the need for continual self-reinforcement. In order to maintain your newly developed assertive behavior, you should seek out reinforcements in your own social environment. For example, you now know the good feeling which accompanies a successful assertion and you can rest assured that this good response will continue. Admiration received from others will be another continuing positive response to your growth. You may wish to develop a checklist of reinforcements which are unique to your own environment.

A BILL OF ASSERTIVE RIGHTS

- I. You have the right to judge your own behavior, thoughts and emotions and to take the responsibility for their initiation and consequences upon yourself.
- II. You have the right to offer no reasons and excuses for justifying your behavior.
- III. You have the right to judge if you are responsible for finding solutions to other people's problems.
- IV. You have the right to change your mind.
- V. You have the right to make mistakes - and be responsible for them.
- VI. You have the right to say "I don't know."
- VII. You have the right to be independent of the good will of others before coping with them.
- VIII. You have the right to be illogical in making decisions.
- IX. You have the right to say "I don't understand."
- X. You have the right to say "I don't care."

You have the right to say NO without feeling guilty!

Based on the book When I Say No,
I Feel Guilty.

Manuel J. Smith, PhD.

DEFINITIONS OF THE VARIOUS RESPONSES

Assertive - An adjective describing a response or request which tactfully expresses one's own thoughts, feelings, or desires clearly and concisely.

Ex: In the past a friend of yours has borrowed records of yours and often it was several days before she returned them. Now she is asking you to lend her a record once again.

An assertive response may be:

In the past I've let you borrow some of my favorite records and then for some reason they weren't returned until several days later. If it is possible the record could be returned tomorrow night, I'd be glad to let you borrow it.

Aggressive - An adjective describing that response or request which is downgrading or belittling to the other person in any way.

Ex: In the above situation an aggressive response may be:

Are you kidding? The last records you borrowed I never got back until a week and a half later!

Non-assertive - An adjective describing that response or request which lacks the expression of one's feelings, thoughts, or desires clearly and concisely; in other words, that response which lacks assertiveness.

Ex: In the above situation a nonassertive response may be:

Well, I suppose you can borrow it; I probably won't be playing it tonight.

EXAMPLES OF HOMEWORK PROBLEMS **

Homework Assignment No. I

This homework assignment is to help you distinguish between the three types of responses.

As detailed as possible, describe three (3) different situations which have occurred in your past in which you were not assertive, but wished you would have been. Then, for each situation, write:

- A) An assertive response
- B) An aggressive response
- C) A nonassertive response

Homework Assignment No. II

This homework assignment is to help you change the negative or "bad" feelings you have when confronted with a situation which keeps you from being assertive.

As detailed as possible, describe three (3) different situations which have occurred in your past. Then, for each situation, make a list of all the bad feelings or attitudes which enter your mind when you consider being assertive. Examples of these bad feelings are statements such as the following:

- A) "I'll be hated by this person."
- B) "It's not worth the hassle to refuse the request."
- C) "Friendly people are never supposed to refuse anything."

Now, thirdly, knowing about the other person and knowing something about yourself make a list of positive feelings you would have if those negative things didn't happen. An example might be, "Jenny might even understand my point of view."

Lastly, if any or all of those bad things did happen, make a list of arguments that would justify their occurrence. For example, ask yourself, "Is this person so vital to my existence that it would be catastrophic if she hated me?"

**These are only examples; the actual content of the homework would be structured by the group leaders.

ISSUE 3: PROBLEM-SOLVING

1. Break the class into small groups of no more than 4 or 5 students. Each group is given a problem situation to discuss. Examples follow:
 - a. Your friend is not married and pregnant. What should she do? How can she make a decision?
 - b. You are Earvin Johnson, a junior All American basketball player at Michigan State University. A professional basketball team has offered you a multimillion dollar contract for next year. You must decide to either join the pro ranks without finishing college or finish your college education first. How will you make this decision?

Students are to discuss how a suitable decision would be made in each case. Each group selects a spokesperson to participate in a fish bowl discussion of the situation. All non spokespersons observe the discussion. Total time for small groups and fishbowl is 40-60 min.

2. Lecturette-Discussion on Decision-Making.
 - a. Problem-solving strategies - see materials.
 - b. Pros and cons of each strategy.
 - c. Importance of values in decision-making - relate back to the exercise to identify the values involved in those decisions.
 - d. Difference between strategy and outcome, i.e. a good strategy does not necessarily guarantee a desirable outcome, e.g., good planning in buying a car does not guarantee that you won't get a "lemon".
 - e. Steps in problem-solving - see materials. (This could easily consume the time remaining. If time permits go on to #3.)
3. Have students identify the steps they followed in deciding to come to B.G.S.U. Discuss.

PROBLEM-SOLVING PROCESS CHECKLIST

1. Defining the Problem

- A. Statement of problem
- B. Desired outcome
- C. Restatement of problem

(Does it have a single (unitary) focus?)

2. Goal Clarification

- A. Is it feasible for me to solve? (Can I realistically expect to influence the desired chance?)
- B. What needs to happen for that change to occur?
- C. How will I be able to know that the problem is solved (using behavioral terms)?

3. Information-Gathering

- A. List the data I already know
- B. Identify additional needed information and seek out by:
 - 1. Talking to others (identify who, how, where & when)
 - 2. Reading selectively
 - 3. Identifying further things to do to gather needed information

4. Identifying and Weighing Merits of Alternative Solutions

- A. List the various alternative solutions possible (do not be selective here), and their respective "costs", "payoffs" and the "net outcomes" of each

5. Selecting a Solution

- A. Choose one most promising alternative for solving the problem and develop a plan for acting on it (implementation). Consider:
 - 1. How can "it" be done?
 - 2. Who needs to be involved?
 - 3. Who needs to be informed?
 - 4. What material resources are needed?
 - 5. How are they to be acquired?
 - 6. When should this be done?
 - a. Total time frame:
 - b. Beginning:
 - c. Initial evaluation point:
 - d. Final evaluation point:
 - e. How will I know "it" has worked (criteria)?

6. Evaluating the Outcomes of the Alternative Solution Implemented:

- A. Is the problem solved? (If Yes, go to B; if No, go to D)
- B. Are there incomplete aspects/unsolved parts to the problem?
(If Yes, what are they?)
- C. Are they necessary for a satisfactory solution?
- D. Has any new information gained significantly altered the
problem? What? How?
- E. Does the cycle (PSP) need to be repeated re: this problem?
(If Yes, go to step 1 and begin anew)

ISSUE 4: ALCOHOL USE AND ABUSE

Many of the ways students structure their free time involve the use or abuse of alcohol. Ninety percent of the student body at BGSU drink alcohol and 5 of every 50 students will become alcohol abusers. The results of alcohol abuse include vandalism and personal injury. The following class outline does not require the Mentor to have extensive knowledge about alcohol.

I. Objectives and Outcomes

- A. To familiarize students with the concept of responsible drinking.
- B. To help students become aware of the issues and values involved in their use of alcohol.
- C. To help students learn how to evaluate the conditions in which they may choose to use alcohol.

II. Techniques

- A. Have students do "Responsible Drinking" exercise (see Resource section). Break large group into small groups of 3-4 students. Put group rankings on blackboard. Discuss any differences in rankings. Put definitions of responsible drinking on blackboard. Discuss any differences.
- B. Organize the class for an "Opinion Survey" (in Resources section) by putting up signs "strongly agree" "agree" "not sure" "disagree" "strongly disagree" evenly spaced around the room. Have students stand. Read one of the statements provided and have students move to the sign which indicates their feelings about the statement. Select 2 of the 5 groups and ask those people why they feel that way. Give each group 60 seconds to explain their feelings. Repeat the process for each statement.
- C. Have students design two parties. The first would be one where students are encouraged to drink excessively. The second party would be one where students are encouraged to do other things besides drink excessively. To do this break them into groups of 3-4 persons. Each group presents their ideas to the larger group. Things to look for at the second party include: seating for everyone, good lighting, a bartender who gives people what they request not more, plenty of snacks, non-alcoholic beverages, non-alcoholic cocktails, music for dancing, a part theme, and games.

III. Related Materials and Techniques

A. Discussion Questions

1. How can you drink responsibly at the university?
2. How might peer pressure effect your drinking behavior?
What could you do about it?

3. What is the difference between choosing to drink and feeling compelled to drink?
 4. What are some of the difficult situations you can imagine you might have to deal with while at BGSU? How could you manage those situations?
- B. Mentors should emphasize that one has a right to drink or not to drink. Drinking should be a choice not a compulsion. Students can be made aware that they have a choice as to how they will fit alcohol into their college experience. Alcohol can provide a way to interact with others but it need not be the focus of a social event.

"Responsible Drinking" Exercise

Drinking Behaviors

Individually please rank these examples from least responsible drinking behavior to most responsible, then rank them as a group. Develop a definition of responsible drinking to be presented to the large group.

1. Nick is attending a residence hall party (third this week). He intended to drink soda or punch but when given a beer he just accepted it and began to drink it. He had a few more until he felt quite good. He decided on the basis of this and other occasions drinking helped him to feel less inhibited. He needed the beer to help him be more social, talk to others better, and to have some fun. He began to look forward to the next social event where he would be able to drink and have fun.
2. Sheryl and Jim enjoy each other's company alot. They sometimes go out dancing at a bar. When they drink, although Sheryl reaches her limit before Jim, she doesn't like to refuse Jim's offer of another round.
3. After a hard days work, George usually comes home and has a few drinks in order to relax.
4. Jerry likes everybody to have a good time at his parties, but he is never insistent about refilling drinks. There is plenty of beer, wine, soda and good food.
5. A group of guys are leaving a residence hall party, a'l of them feeling a healthy buzz from the beer they had. They are on their way to the local taverns. They won't be finished until 2 a.m. They drink this way almost e ery weekend. Sometimes there have been problems; som one set off a fire extinguisher, someone put their hand through a window.
6. Pete doesn't drink very often, but when he does he really ties one on.
7. Suzanne enjoys mixed drinks and considers herself knowledgeable about "good" brands. Two to three times a week she will fix herself something to drink in her dorm room. Rarely will she get work done after her first drink, a few times she has had an exam the next day or a project due.

Alcohol Use and Abuse
Opinion Survey

1. There should be no laws regulating the age when people can begin to drink.
2. The university should ban the use of alcohol on its facilities.
3. You need alcohol to have a good time.
4. You have to have something wrong with you to want to get drunk most weekends.
5. The minimum mandatory fine for drinking while driving is three days in jail and suspension of the drivers license. This penalty is too stiff (maximum penalty is six months in jail and \$1000 fine).
6. You're only being a pal if you buy or get someone a drink even if they said "no, thanks."
7. People who don't drink or almost never drink are strange.
8. If you were drunk you should not be held responsible for your behavior even after you've sobered up.
9. Students should be educated about the bad effects of alcohol starting with seventh grade, if not earlier.
10. Schools should emphasize that people have a right to drink as long as they are aware of their choice to drink.

MYTHS ABOUT ALCOHOL

1. Alcohol picks me up when I'm feeling down.

No, alcohol is a depressant, not a stimulant; but sometimes a drinker imagines that s/he is being pepped up. This is why:

Alcohol's first effect on the brain is to slow down the brain area that controls judgment and thought. Thus, alcohol may interfere with a person's normal ability to do certain mental tasks: to remember, to understand, to reason, to make decisions.

In slowing down this area, alcohol releases the drinker's inhibitions which usually guard his/her behavior. Since s/he is less inhibited, more relaxed, s/he may at first feel unusually free-and-easy and happy. But his/her nervous system is being depressed, not stimulated; and this depressant action increases if the person continues to drink.

Alcohol also tends to slow down the brain area that controls muscular coordination. Thus, alcohol may also interfere with a person's normal ability to do certain physical tasks: to coordinate movement of his/her arms and legs, to speak clearly, to balance him/herself.

If a person takes in alcohol faster than his/her body can oxidize it, the alcohol concentration in his/her blood will increase. As the alcohol concentration builds up, his/her reactions become less and less dependable when s/he tries to reason, to remember, to coordinate the muscles that help him/her to stand, move, and/or drive. With the depressant action increasing, relaxation may give way to feeling high, then drunk, and finally—if s/he continues to drink— to passing out.

2. Drinking increases my sex drive and improves my sexual capabilities.

Since drinking makes you less inhibited, many people find themselves engaging in sexual acts they may not choose to engage in when they are sober. However, a person's capability for sex may be in inverse proportion to his/her capacity for alcohol. This is not a new discovery. Shakespeare knew it when he wrote in MacBeth, "Drink provides the desire but it takes away from the performance."

SESSION XV: Bridging the Gap between the World of Self and the World of Knowledge

OBJECTIVES:

1. To help students see that the world of knowledge is objective as well as subjective.
2. To enable students to identify and discuss the division of "knowledge" into the social, natural sciences, and the arts and humanities, and practical arts.
3. To help students become aware that such a division of "knowledge" reflects not so much what specific content is within each division but rather (and more importantly) such a division reflects the kinds of questions each division asks.
4. To introduce students to the idea that the division of knowledge into disciplines means just that — disciplined ways of thinking — sometimes of thinking different ways about the same phenomenon.
5. To provide notetaking practice.

ACTIVITIES:

1. Viewing of video tape, "Bridging the Gap between the World of Self and the World of Knowledge."
2. Lecture outline discussion questions.
3. Using overheads, discuss sequential, linkage, and concentric thinking.
4. Discuss students' interpretations of the video tape, including applications to their own lives.

MATERIALS: Video tape, "Bridging the Gap between the World of Self and the World of Knowledge"

Lecture outline with discussion questions.

Overheads of supplements to lecture.

ASSIGNMENTS:

1. REQUIRED ATTENDANCE at the next (and last) class meeting. Perhaps it should be emphasized that students will have several weeks of vacation during the coming school year, during which time they will be able to visit with their families and friends. Also, it may be helpful to remind students that part of their grade depends on class attendance, and that if they choose to miss the last class, there will not be an opportunity to make it up.

Video-Taped Lecture - 34 Minutes

Dr. Michael Moore, Liaison Officer - Legislative/Arts, also History Dept.

"BRIDGING THE GAP BETWEEN THE WORLD OF SELF AND THE WORLD OF KNOWLEDGE"

- I. Introduction — a comparison of two kidnappings
 - A. The problem of coping with an external environment
 - B. The curiosity of humans and of their culture
 - C. The dangers of thinking subjectively only: narrowness and arrogance
 - D. The limitations of provincialism: ignorance and over-specialization
- II. Overcoming provincialism by acquiring knowledge
 - A. Three aspects of knowledge:
 1. It is exploding
 2. It rapidly becomes obsolete
 3. The changing nature of "facts"
 - B. The importance of relating knowledge to methodology
 1. "Knowledge is contingent on the knower"
 2. The role and meaning of a discipline
- III. What is a curriculum?
 - A. Rationale, organization of disciplines
 - B. A way of highlighting:
 1. Basic areas of inquiry - social sciences, natural sciences, humanities
 2. Some basic ways of asking questions - sequential thinking, linkage thinking, concentric thinking
- IV. In what kind of World will I choose to live?

Some Discussion Questions

1. Suppose that you were forced to live by yourself in a very isolated area. Aside from the "basic necessities" (i.e. food, shelter, clothing) what would you take with you to help pass the time?
2. What is the difference between taking history as a subject and taking it as a discipline? Which would you prefer as a college student?
3. Some people argue that you can acquire a mastery of a natural science (such as physics or chemistry) sooner than you can of a humanities discipline (such as literature). Why do you think that this might be true?
4. In the light of the lecture have your expectations about college changed?

SEQUENTIAL THINKING

ASKING QUESTIONS ABOUT THE WORLD EXTERNAL TO HUMANS

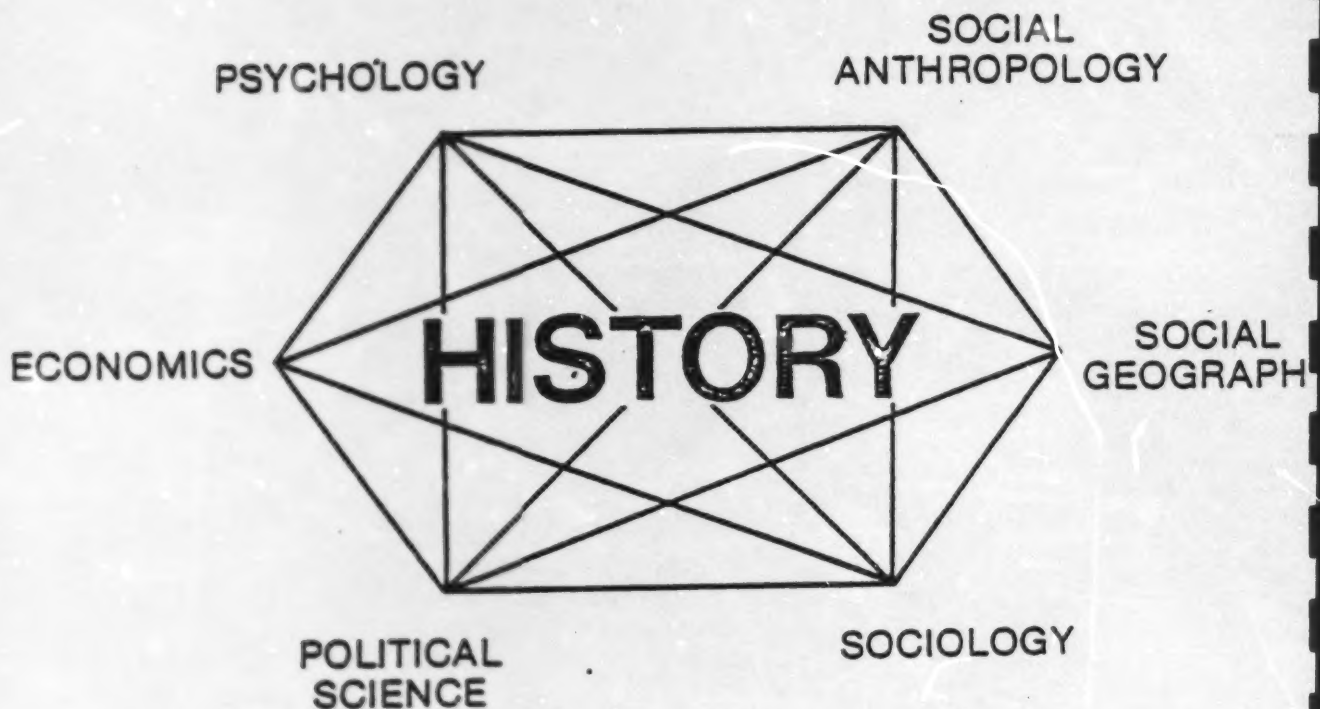
A to B to C to D

ARITHMETIC ⇔ MATH ⇔ ALGEBRA ⇔ GEOMETRY ⇔ TRIG ⇔ CALCULUS

GENERAL SCIENCE ⇔ INTRO CHEMISTRY ⇔ ORGANIC ⇔ PHYSICAL CHEM

1. EMPHASIS ON SCIENTIFIC METHOD OF PROOF
2. DATA ARE FAIRLY OBJECTIVE BUT DEPEND ON INTERACTION WITH OBSERVER

LINKAGE THINKING
(SOCIAL SCIENCES)
ASKING QUESTIONS ABOUT THE
WORLD OF HUMANS

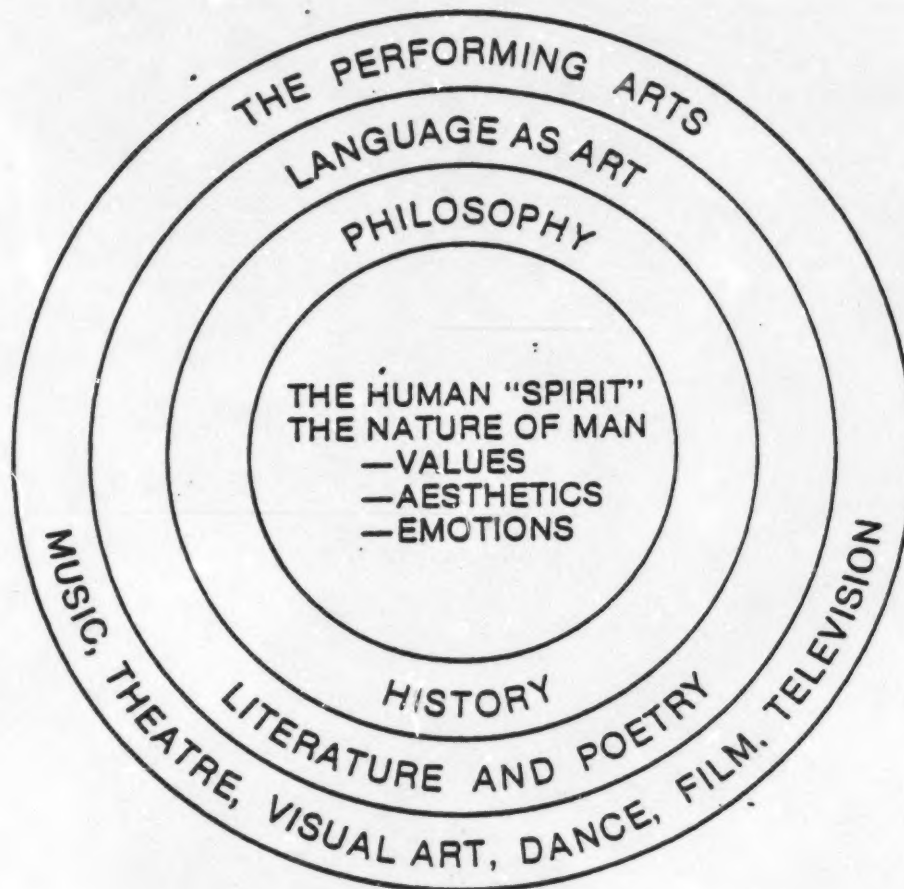


1. HISTORY AS A GENERAL SYNTHESIZER
2. SEVERAL POINTS OF ENTRY.

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CONCENTRIC THINKING (ARTS AND HUMANITIES)

ASKING QUESTIONS ABOUT THE WORLD WITHIN HUMANS



1. A WAY OF COMMUNICATING NON-VERBALLY AS WELL AS VERBALLY
2. EXPLORING THE "HUMAN-NESS" OF MEN AND WOMEN

SESSION XVI: Wrap-up and Course Evaluations

OBJECTIVE: Students will have the opportunity to evaluate the course, readings, homework assignments, and instructors.

ACTIVITIES:

1. Distribution of evaluation forms to be completed in class, but while the instructors are out of the room. These will be collected by one of the students, who will then deliver them to the instructors. They will be placed in a sealed envelop by the student, which will not be opened until after grades have been computed and submitted to protect students who have identified themselves on the form.
2. "Graded" journals will be left on a table in the front of the room to be picked up by the individual students as they leave. Instructors will remain in their office(s) to answer any questions the students may have regarding their journals or the course in general.

MATERIALS: Evaluation Forms and Pencils